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A. S. BARNES & COMPANY, 11-15 EAST 24TH STREET, NEW YORK CITY

Vol. LXXVI. NO. 3

NOVEMBER, 1908

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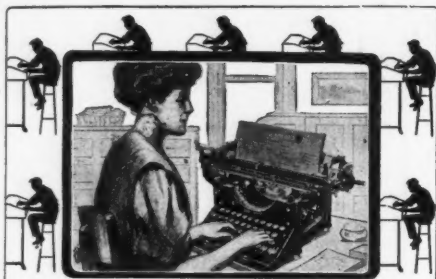
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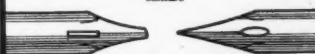
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THE SCHOOL JOURNAL

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No. 3

OSSIAN LANG, Editor.

Moral-Religious Teaching Needed

Children are discerning. Their naïve judgment of things not infrequently sheds light on great problems. I have in mind, of course, the spontaneous child, lending us for a moment his sight and his reasoning.

One little six-year-old announced at the table that "Marcella O'Toole learns more things at the Catholic school than we do in our school."

On being asked what "more things" Marcella had learned, the reply came, "She is taught who made the world, and things like that."

"Who made the world?"

"God."

"Didn't you know that before?" Mind you, this question was put to an intelligent child of a Christian household, who has attended regularly Sunday-school for at least three years, and enjoys the distinction of always knowing the Golden Text.

"No, I never knew it till Marcella told me."

Of course, this merely furnishes another proof that children do not always know the things which everybody takes for granted are understood by them. But there's a more important point involved. How many children are permitted to grow up in utter ignorance regarding even the most elementary matters of what is commonly known as religion? New York City and Chicago could furnish an answer to this question that would frighten the friends of humanity.

THE SCHOOL JOURNAL has repeatedly urged the adoption of a modification of what was at one time called "the Faribault plan." It was Archbishop Ireland's idea that a period each day should be set aside for the religious instruction of the children in the common schools, different classrooms being used by representatives of the various denominations. The plan appeared to be simple and just to reasonable people. Yet unaccountable *furor theologicus* injected itself into the public discussions, and practical application was held up.

The time would seem to be ripe for a modified form of the "Faribault plan." At any rate I would suggest—for discussion if nothing more—this: Twice a week, clergymen might be invited to gather the children of their denomination, either in their churches, in schoolrooms or other public places set apart for the purpose of giving religious instruction. Careful record should be kept of the attendance in each case. Copies of these records should be transmitted to the schools. The law may then insist that every child not accounted for by the denominational attendance records must remain at school to be taught the principles of morality by one of the regular teachers specially selected for the purpose.

The struggle to establish a course of instruction in morality for the common schools will no doubt be long and violent, but that is no reason for putting it off. Some day it will be forced upon the procrastinating educators. Religious and moral education congresses have been held and have de-

clared unequivocally that there is need of the sort of instruction that is here suggested. Prize essays have been published outlining purposes and plans. The most important recent contribution to the solution of the problem is the report of an international inquiry on "Moral Instruction and Training in Schools," edited by Dr. Michael E. Sadler, of the University of Manchester, and published by Longmans, Green & Company. The Ethical Culture Schools, under the leadership of Dr. Felix Adler, have developed in their practice a system of instruction that may well be considered.

Of course all the moral instruction schemes cannot take the place of religion. Anything that occupies only the intellect and will, lacks the warmth that lends to moral action beauty and goodness, and stamps the character of the doer as truly "human." The emotional nature is the best part of man. If that is starved man's humanity is starved.

He who does the right because it is the law may be safe to live with, but he who does the right because he loves his brother is good to live with. If we can do no better we will make our pupils safe members of society. But we ought to try to do more than that. I have tried to show repeatedly that the American common school, following the spirit of our federal and state constitutions and institutions, can teach the Fatherhood of God and the Brotherhood of Man, and whatever is logically connected with these fundamentally religious ideas. If they *can* teach this they *must* do it. Pursuing this line of reasoning, we shall come to the conclusion that social service can and should be made the great motif of our teaching of morality in the schools. And the sincere kind of social service must necessarily be religious. If God is the Father of men His constant purpose must be to make His children happy. The man who labors to make others happy is accordingly doing the work of God. That is, he is doing a religious work. The logic would seem to be simple enough. Let us keep the subject to the fore until it is solved. Discussion must blaze the way.

Thorns Up

Of course Dr. Andrew W. Edson was re-elected associate superintendent in New York City. His educational record is surpassed by none of his colleagues. He has served the city well, and he is honored by the teachers of the country at large for his sane and helpful contributions to the working literature of school teaching.

The fight against Dr. Edson in the New York City board of education, as a matter of fact, came about solely because of his loyalty to Dr. Maxwell. The opposition to the Chief used the election as an opportunity for counting their numbers. Constant, occasional, temporary, and for-the-time-being enemies joined in the fray. To one who is not accustomed to our peculiar kind of "politics"

the logic of the fight must appear obscure. Paying a man \$10,000 a year, presumably because he is considered the most expert and most efficient city school superintendent to be had, and then punishing an associate who gets \$6,500 a year for co-operating in all things with his superior, does not seem the earthly logic of business men. But boards of education, with a few laudable exceptions, represent American small "politics." The members are frequently chosen because they are "agin' the government." If superintendents are bedded on roses, they are roses with the thorns well developed and usually on top.

Breaking Ground for a School

Last month THE SCHOOL JOURNAL printed the report of a most interesting event in the history of a great school: The breaking of ground for the new Washington Irving High School building,

one time connected with the editorial management of THE SCHOOL JOURNAL. With a successful schoolroom experience behind her, both as a teacher of little children and as a teacher of teachers, with a heart always in sympathy with teachers, especially the young beginners, and combining therewith splendid literary ability and journalistic instinct, she was in her day one of the most helpful influences in the primary school field.

The new Dean of the School of Education of Chicago University is Dr. Charles H. Judd, who has been until recently professor of psychology in Yale University. The intensity of his interest in schools has revealed itself in every position he has occupied since his graduation from college. While his special field has always been psychology, his best efforts have been devoted to the application of psychological findings to the work of the schoolroom.



Mr. McGowan and Hilda Ryan, a School Girl, Breaking Ground for The Washington Irving High School, N. Y.

in New York City. The article was full of suggestiveness for school officers and teachers, from the day nursery up thru the university.

The spirit of the jollification is well shown in the two interesting pictures on this page.

One shows Acting Mayor McGowan and Miss Hilda Ryan, president of the Washington Irving High School Association, in the very act of "breaking ground."

The other shows how the celebrants drank — lemonade, of course,—to the success of the school so dear to their hearts; and wishing their "luckiest."

That there was more than mere words behind the pretty ceremony is witnessed by the expression of the faces. The solemnity of a fervent prayer seems to speak from those earnest countenances.

Mrs. Eva D. Kellogg, the founder and for many years editor of *Primary Education*, died on September 19th. She was at

New Commercial School for Smyrna

Consul-General Ernest L. Harris, of Smyrna, reports that the management of the commercial school which was established in that city about two years ago now intends that every effort shall be made to teach the young Turks commercial and business methods upon the European plan. Apart from Turkish, English, French, and German will be the chief languages taught, together with all subjects usually contained in the curriculum of a commercial school.

A circular has been sent to postmasters thruout the United States, instructing them to confer with the local school authorities for arranging talks on how to address letters and on the working of the postal system. The circulars were issued from the Post Office Dept.



Acting Mayor McGowan and New York City Officials Drinking to the Success of The Washington Irving High School.

Letters

How Did It Happen?

WAS IT MALICIOUS OR SIMPLY SILLY?

[An article which the author admits to be intemperate but calls "justified."]

The buncombe Article No. 2 of the Declaration of Principles of the N. E. A., adopted at Cleveland, has doubtless caused many hundreds of the members to ask the above questions.

Did some cheap politician get himself appointed on the committee? And did the thinking members of the committee accept his proposed article without thinking? Or did the Boss order it?

However it happened, it is the most unfortunate proof of the deterioration of the N. E. A. since the adoption of the present constitution at Asbury Park under the whip of commercial dictation, which changed the old educational democracy, as to its most vital functions, into a self-perpetuating constitutional oligarchy. It says either too much or too little. That is, it is either vicious or imbecile, if it be not both. Taken literally, as it stands, it means nothing, and hence one might say would be harmless, but manifestly it is intended to mean much more than it says.

Now, let us see: first, it is adroitly inaccurate. Highly diversified courses of study are not necessarily overburdened. Whether the two terms shall be applicable to the same course depends upon many things,—among others, upon the age of the children concerned. Even the tyro student of child nature knows that young children are incapable of intensive study and that they need highly diversified courses, rousing interest in many subjects; that as children advance in age and mental attainment it becomes at least possible, whether desirable or not, to substitute a more intensive study of fewer subjects for the broader but less thoro pursuit of many.

This resolution, either purposely or ignorantly, makes no recognition of varying mental states, but uses the indiscriminating term "in the grades," which carries children in a public school system from the ages of five to eighteen, or older; that is, thru the period of later infancy, the intermediate stage between infancy and adolescence, and well thru the period of adolescence; or from the time when, with wide-open eyes, the child sees everything and should be encouraged to see everything, to the time when he is ready for college or capable of taking up the thoro study of at least a few topics.

The authors of this resolution would do away with diversified courses in all these years. They would have the kindergarten child and the first grade child study intensively—what? What proof is there that the sacrifice of "quantity" (whatever that may mean) would be followed by improvement in quality of instruction? Do even the members of the committee believe that to give up the observation of nature, the use of stories, the employment of idle hands in various kinds of expression, and to compel little children to sit as of old, conning speller and arithmetic all day, would "improve the quality of instruction?" Those of us who are old enough to hark back to the times when our elementary courses were thus barren cannot recall such superior instruction. Those were the days of the survival of the fittest, when the majority learned almost nothing.

What is meant by improvement in quality?

Simple drill on the multiplication table? Are we sure that that is better than wakening the interest of the child in the best things in the world about him? The complaints of business men, some of them, are doubtless sound. Some of them are not. Business men too frequently expect children to enter business with adult minds. Many of them would rather that a child should be able to add a column of figures and continue thru life with no capacity beyond that than that he should have open eyes. But, here again, if we go back to the times of the barren school, we find neither better teaching nor more accurate results. We find then, as now, that a few were accurate, many were not. No one questions that business men's complaints and other people's complaints should be heeded and wherever they indicate real defects, these should be removed, and there are plenty of defects, but what proof is there that they will be remedied by a restoration of the régime of ante-Horace Mann days?

Again, are the principles of sound and accurate training "as fixed as natural laws?" If they are, no one but this committee has ever discovered them. The variations of individual human nature, as indicated in Article No. 3, have been found by the rest of us altogether too confusing and complex to admit of fixed, natural laws of training, at least within our comprehension. If the committee has discovered such laws, it can confer an inestimable boon upon the world by disclosing them. Why keep them secret any longer?

What is intended by "ill-considered experiments and indiscriminate methodizing"? My limited knowledge of the English language and all too brief acquaintance with teaching have been unable to disclose a gleam of meaning in these phrases as used here. If they mean anything, they mean that we should stay where we are, using those "fixed laws" which the committee only knows but has not vouchsafed to disclose, and should seek to find no new means of training the minds of children.

And what is meant by the "continuous drill necessary for accurate and efficient training"? Is not that also somewhat of a mystery? If it means that the larger interests are to be abandoned and the time of the school devoted to the tables and to the memorizing of generalizations in the old-fashioned way, it certainly does not accord with the observation of most of us that that means more efficient training, or, in better English, training for greater efficiency. Most of us have accepted as at least approximating a principle the doctrine that beyond a certain amount of time spent, drill is wasted; that children's minds must be kept busy by a certain amount of change; and that prolonged attention upon a single subject, and especially upon a small subject, is impossible, and, when attempted, secures bad rather than good results, inaccuracy rather than accuracy; that the point of possible interest is the limit of possible efficiency; that perfunctory, verbal exercises beyond this point secure not only distaste for the subject but actually interfere with the development of mental vigor and with the very accuracy so highly esteemed by our committee.

Of the last clause of the article also I have been trying to find the meaning, and I think it means that nothing should be introduced into the elementary or high school courses which will interfere

with the consistent and continuous drill in the three R's thru the twelve years of the school course.

Of course everybody believes that over-burdened courses are unwise. Excess is bad in any department of life. Everybody believes that the degree of accuracy and thoroughness which may be attained by children at different ages without injury to their mental growth should be secured. These are commonplaces. Then why are they uttered? The inference thruout this article is that all of the richer courses, including those of the high schools and the kindergartens, for which thousands of us have struggled for years and which began with Horace Mann in this country, should be abandoned and we should go back to the three R's and spelling; that literature, history, geography, nature study, and, in the high school, the foreign languages, the sciences, and arts should be given up and that the type of the modern school should be the district school of New England and New York from fifty to seventy-five years ago. That is the only possible inference as to the real motive of the resolution. If it does not mean that, it has no meaning and it had better have been left unsaid.

We all of us know that there are enough evils in our public school system; that there are some schools in which courses are overcrowded; that many rich courses are badly taught; that many children come thru school each year with insufficient knowledge and badly trained. If these evils had been attacked by the committee in some comprehensible way, and especially if remedies had been pointed out that could have been applied by the teacher, it would have been welcomed as a message from Heaven, but this loose, inaccurate, false, and misleading generalization helps nobody, indicates no specific evil, does not even hit at a possible remedy except the broad one of abandoning all that we have gained during the last fifty years of the march of progress in education.

As I have said, it is doubtless true that very many teachers teach badly, that very many courses of study are badly organized, and, in some cases, essentials are neglected; it is true that many children do not get in the schools the kind of training that they need, but it is not true that this is due to the enrichment of our courses, and nobody has yet shown that it is true. It is not true that our schools are inferior to the schools of half a century ago, when there were no fads. And it probably is not true that the committee had any clear notion of what it meant anyhow. Let us have from somebody a definite statement of specific faults and possible remedies, but we have had enough loose vaporings leading nowhere.

New York.

C. B. GILBERT.

"Bringing Charges"

I wonder if there has been any such epidemic of bringing charges against heads of schools in general as has prevailed among State schools for the deaf during the last few years? Is this virus specific, or generic?

In about five years five superintendents of State schools for the deaf have had charges brought against them, and in the four cases that have been heard the "charger" utterly failed to produce any evidence even pointing at any wrong doing! In all cases the dismissal, or—well, superannuating—of a worthless, or no-longer-useful employee, seemed the moving cause; altho in one case, the superintendent's resolute opposition to the charg-

er's advertised business was presumably the underlying motive.

In one case, practically the embezzlement of public money was charged, founded on a separate residence having been built for the superintendent, and the superintendent having charged his traveling expenses to the school! (No inquiry was made as to whether he traveled on school or private business!)

In one case, the wrath of the Governor was so aroused by the vileness of the charges, and the entire lack of any foundation for them, that he directed the Attorney-General to investigate whether the State could bring a prosecution of the charger. (Unfortunately, this could not be done.)

In another case, the investigating committee of the Legislature was so wrathful over repetitions of the same charges that it spread on the records a recommendation that no attention be paid to any future charges brought by this charger!

Now, is this diseased condition of things general, local, epidemic, or sporadic?

Of course the victims have ample grounds for proceeding against the chargers in the courts, either by civil or criminal suit; but after going thru all the worry and bedevilling incident to refuting nasty, mean, or vindictive charges, with the attendant upsetting of his school, and his own harassments, what superintendent wants to prolong that state of affairs?

A friend of mine, long connected with general education and very observant, wrote me that in almost every such case within his knowledge the head of the school had brought it on his own head by too long retention of an employee either worthless in every way or past usefulness; but that does not meet the latest case I have in mind, for there, the superintendent was forced to drop many employees in consequence of a reduced appropriation.

Can you, or your readers, give any light of experience or observation of such conditions?

I am so entirely ignorant of conditions of education, and so far from having a shred of the educator in me, that my only line would be in evolving a path in which that wrathful Governor I have mentioned can get at his game.

Oakmont, Pa.

WILLIAM WADE.

Export of Black Forest Clocks

According to *Jewelry and Horology Exportation*, published in the interests of the German export trade, the Black Forest clock industry, dating from the beginning of the eighteenth century, has held its place in the markets of Europe and America for over two hundred years. This success is ascribed to the wood carvings, cuckoo clocks, and similar specialties.

At one time division of labor and the introduction of modern factory methods in the United States threatened not only to drive the German clocks from the American market, but the American clocks even entered into competition in Europe with the German product. The Black Forest people introduced modern methods, however, and not only regained their former state of prosperity, but have greatly increased their output. Since 1880 the clocks exported have increased over 300 per cent. Within the past six years France has more than doubled her imports of Black Forest clocks, the Argentine Republic has tripled her imports, and the United States has more than quadrupled hers. However, Great Britain is the heaviest purchaser, taking one-third of the total exports.

Fire Protection for Schools*

By PETER JOSEPH MCKEON, Secretary of the Fire Bureau, New York

Fire Extinguishers and Fire Alarms

In cases of fire in a school, the first thought should be to get the pupils and teachers out of the building. This necessitates a Fire Drill, or, as it is more correctly termed, a Panic Drill. It is aimed at other emergencies as well as fire, and is to prevent crowding or rushing by accustoming the pupils to march out according to a pre-arranged plan.

Preceding the Panic Drill, and in fact, being the first step, is an Interior Fire Alarm System. This is to notify all the occupants of the building that there is a fire or other unusual happening, and to give sufficient time and warning for a safe and prompt dismissal. It calls for alarm boxes or signal stations within a convenient distance of every part of the building, certainly not more than 200 feet, tho any fixed distance may not meet the particular needs of certain schools. Two hundred feet is simply given as a guide and is the distance stated in the National Fire Protection Association's rules for Fire Alarms.

The alarm boxes should be arranged to sound prearranged signals on every floor of the building, and also announce on which floor is the fire. If a fire is on the top floor, for instance, there is no cause for alarm among those on the lower floors. This definite knowledge of the position of the fire helps the exit of the pupils. These alarms, also, should operate directly and immediately and not be dependent on action by some intermediate person, such as being first transmitted to an office or other central point and then retransmitted thru-out the building. The principal or janitor as a re-transmitting agent cannot be depended on, as they are liable to be absent at the critical moment and the entire Fire Alarm and Panic Drill system be disorganized.

After the interior alarm has been sounded, the Fire Department alarm should be sent, assuming that the school is under Fire Department protection. The Fire Department alarm should preferably be by direct telegraph communication to Fire Department headquarters, or by the regular Fire Department alarm system in use. Each school should have a special alarm number so that the firemen will immediately know exact location of the fire, and proceed direct to the school. If key boxes are used, the principal, the janitor and other responsible officials should have keys, so that no delay may occur on this score.

To guard against a delayed alarm thru the regular Fire Department alarm being out of order, a supplementary Fire Department alarm should be provided. This should be operated by an independent system, separate and distinct from the regular alarm system, in order to provide two separate and distinct calls for the firemen, in case one or the other should fail. The telephone as an auxiliary Fire Department alarm suggests itself, but if this is used, some steps should be taken to assure prompt connection and have the fire alarm message transmitted without interference or delay.

"First send the alarm, then fight the fire," is the one safe rule for fire emergencies, and it applies

especially to schools. There can be no mistake then or invaluable time lost. If the fire is insignificant, or there are men, women or youths able to handle simple fire-extinguishing appliances, so much the better. It should be made a strict rule that no effort be made to fight a fire until the alarm has been sounded. Many serious fires have been due to neglect of this rule, and it is far better to call the firemen to false alarms or already extinguished fires than have one fire get away from amateur fire fighters. In the beginning of a fire, the delay in sending an alarm will make little or no difference in its progress.

For fighting fire in a school, there are only to be recommended simple hand appliances, such as water-pails, wet brooms or mops, National Fire Protection Association chemical extinguishers, which are three-gallon sodawater machines, and effective gas extinguishers, such as the Pyrene Extinguisher. Firemen's hooks and axes may also be installed, as the hooks may be useful in pulling down burning clothing or overhead draperies. If the fire, however, requires cutting up a floor or opening up a wall or partition, it is a job for regular firemen, and should not be attempted by amateurs, except as a last resort. A few lessons in throwing water from a pail, using a wet broom and handling a chemical extinguisher are strongly recommended, if the services can be obtained of a fireman, who is skillful in these apparently simple things. For a nation that spends half a billion dollars yearly in fire waste and fire protection, it might be worth while to teach the young idea something about Fire Prevention and Fire Protection.

The preceding Fire Protection should be installed in every school building, as the cost is trifling. Further measures, perhaps available only for wealthy communities, are the automatic fire detector or alarm, and the automatic fire extinguisher. The appropriations for these are in the nature of a sound investment, because of the great security they afford, and for school buildings without first-class Fire Department protection are almost indispensable, where the destruction of school buildings would be a serious financial and educational loss.

The automatic fire alarm consists of a fire sensitive wire, or appliance called a thermostat, which is placed thruout a building and when touched by heat rings gongs and indicates the location of the fire. It is a precaution especially valuable for hidden fires, which slowly gather headway without being noticed, and also for fires that start on Sundays, nights and holidays, when the building is not used, making up in some measure for the lack of a watchman patrolling the premises under supervision.

The automatic fire-extinguishing system, or sprinklers, as they are called, is the one great fire device that has safeguarded our big mills, warehouses and department stores. The automatic sprinkler is a special kind of water faucet, to use a familiar parallel, which is turned on the fire by the heat of the fire itself. The sprinkler has a fire alarm attachment also, and announces the fire as well as holding it in check or extinguishes it entirely.

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"Pieces to Speak"---II

(Continued from the September number)

By MAUDE ELMA KINGSLEY

B. RECITATIONS IN WHICH ELOCUTIONARY EFFECTS MAY BE PRODUCED

I. POETRY

- | | |
|---|---------------|
| 1. When Our Hero Comes to Maine | Day |
| * 2. Uncle Tascus and the Deed | Day |
| 3. Goody Blake and Harry Gill | Wordsworth |
| 4. The Forsaken Merman ¹ | Arnold |
| 5. Dover Beach ¹ | Arnold |
| 6. The Lady of Shalott ¹ | Tennyson |
| 7. Morte D'Arthur | Tennyson |
| * 8. John Burns of Gettysburg | Harte |
| * 9. The Deacon's Masterpiece | Holmes |
| 10. The Owl Critic | Fields |
| * 11. Marmion, Canto VI. ¹
(From stanza 34 to the end) | Scott |
| * 12. Death of Cyrano de Bergerac ¹
(From "Cyrano de Bergerac,"
Act V., scene VI. What did he
there . . . to the end) | Rostand |
| 13. Cyrano's Duel ¹
(From Act I., scene iv. Wait, let
me choose . . . end the refrain) | Browning |
| 14. Pied Piper of Hamelin | Gordon |
| 15. Kree | Riley |
| 16. Little Orphant Annie | Riley |
| 17. Little Haly ¹ | Riley |
| 18. The Jackdaw of Rheims ¹ | Barham |
| 19. Mother and Poet ¹ | Mrs. Browning |
| 20. Robert Lincoln | Bryant |

II. PROSE

- | | |
|--|-----------|
| 1. A Rill from the Town Pump ¹ | Hawthorne |
| * 2. The Defeat at Waterloo ¹
(From "Les Miserables," Part II.
At five o'clock, Wellington . . .
vanished dream) | Hugo |
| * 3. Leatherstocking's Sentence ¹
(From "The Pioneers," chap. 33.
Nathaniel Bumppo . . . to end) | Cooper |
| * 4. The Attack upon the Bastille ¹
(From "The French Revolution,"
I., vi. All morning since nine
. . . Bastille is still to take) | Carlyle |
| 5. Uncle Tom Reads His Testament ¹
(From "Uncle Tom's Cabin," chap.
14. Is it strange . . . future
one) | Stowe |
| 6. Miss Ophelia in Dinah's Kitchen ¹
(From "Uncle Tom's Cabin," chap.
18. When Miss Ophelia entered
the kitchen . . . abated) | Stowe |
| 7. A Pearl of Great Price ¹
(From "The Story of the Other
Wise Man." He took the pearl
from his bosom . . . to the end) | Van Dyke |
| * 8. The Dinner at Colonel Carter's ¹
(From "Colonel Carter of Car-
tersville") | Page |
| 9. Mrs. Poyser's Jugs ¹
(From "Adam Bede," chap. 20.
Mrs. Poyser's attention . . . i' the
house) | Eliot |
| 10. Destruction of Pompeii ¹
(From "Last Days of Pompeii,"
V., iv. The eyes of the crowd
. . . to end) | Bulwer |
| 11. The Bear Story ¹ | Riley |
| 12. The Mock Turtle's Story
(From "Alice in Wonderland") | Carroll |
| * 13. Dotheboys Hall ¹
(From "Nicholas Nickleby." Af-
ter some half hour's delay . . .
pause) | Dickens |

- | | |
|---|------------|
| 14. Descent into the Maelstrom ¹
(From Never shall I forget . . .
attempt to describe) | Poe |
| * 15. The English Mail Coach, Part V. | De Quincey |
| 16. Joan of Arc
(From The shepherd girl that had
delivered France . . . martyrs) | De Quincey |
| 17. Moses Returns from the Fair ¹
(From "The Vicar of Wakefield,"
chap. 12. As she spoke, Moses
. . . to end) | Goldsmith |
| 18. Mowgli Leaves the Jungle ¹
(From "Second Jungle Book—
The Spring Running." Thy trail
ends here then, Manling . . .
to the end) | Kipling |
| 19. Letting in the Jungle ¹
(From "Second Jungle Book."
He lowered his head . . . Jungle
law) | Kipling |
| 20. Farewell to Japan ¹
(From "A Social Departure,"
chap. 18. And so it befell . . .
to end) | Duncan |
| 21. The Taj Mahal ¹
(From "A Social Departure,"
chap. 36. The great tomb . . .
to the end) | Duncan |
| 22. Perry's Sea Fight
(From D'ri and I") | Bacheller |
| 23. The Recognition
(From "Rip Van Winkle." It
was with great difficulty . . .
assemblage) | Irving |
| * 24. Sam Weller's Valentine
(From "Pickwick Papers," chap.
33. The brandy and water . . .
Post) | Dickens |
| 25. Death of Poor Jo
(From "Bleak House." Jo is in a
sleep . . . around us every day) | Dickens |

VERY SHORT SELECTIONS

- | | |
|---|-------------|
| 1. The Bugle Song | Tennyson |
| 2. I Remember, I Remember | Hood |
| 3. Concord Hymn | Emerson |
| 4. The Mountain and the Squirrel | Emerson |
| 5. The Bundle of Sticks (Prose) | Æsop |
| 6. Abou Ben Adhem | Leigh Hunt |
| 7. Brutus's Speech over Cæsar's Body | Shakespeare |
| 8. O Captain, My Captain | Whitman |
| 9. Little Boy Blue | Field |
| 10. The Sandpiper | Thaxter |
| 11. The Tempest | Fields |
| 12. Cleon and I | Mackay |
| 13. A Lost Chord | Procter |
| 14. King Henry's Apostrophe to Sleep
(From 2 Henry IV., III., 1) | Shakespeare |
| 15. The Lorelei | Heine |
| 16. Swing High and Swing Low | Stevenson |
| 17. Daybreak | Longfellow |
| 18. A June Day
(From "Vision of Sir Launfal."
And what is so rare . . . best) | Lowell |
| 19. After the Rain | Aldrich |
| 20. A New England Snowstorm
(From "Snow-Bound." The sun
that brief . . . Pisa's leaning
miracle) | Whittier |
| 21. The Skylark | Hogg |
| 22. Before Harfleur
(From Henry V., Act III., scene I.
Once more . . . St. George) | Shakespeare |
| 23. Clan Alpine's Boat Song
(From "Lady of the Lake") | Scott |
| 24. The Coronach
(From "Lady of the Lake") | Scott |
| 25. The Recessional | Kipling |

*For boys.

¹ Suitable only for the last year in the high school.

Memory Gems for November

(Saturdays and Sundays omitted)

Arranged by ANNA LE POER COLLINS, Massachusetts

NOVEMBER 2

It is a bright, clear, warm November-day. I feel blessed.
I love my life. I warm toward all nature.

—THOREAU. "Autumn." Nov. 1, 1851.

NOVEMBER 3

Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining.

—LONGFELLOW. "The Rainy Day."

NOVEMBER 4

This is the month of sunrise skies,
Intense with molten mist and flame;
Out of the purple deeps arise
Colors no painter yet could name;
Gold lilies and the cardinal flower
Were pale against this gorgeous hour.

—LUCY LARCOM. "November."

NOVEMBER 5

But Nature whistled with all her winds,
Did as she pleased and went her way.

—EMERSON. "Fragments on Nature."

NOVEMBER 6

There's something kind o' hearty-like about the atmosphere
When the heat of summer's over and the coolin' frost is
here.

—JAMES WHITCOMB RILEY. "When the Frost is on the
Pumpkins."

NOVEMBER 9

We will dream of green leaves, when the woods turn
brown.

—LUCY LARCOM. "When the Woods Turn Brown."

NOVEMBER 10

First a lake
Tinted with sunset; next the wavy lines
Of far receding hills; and yet more far,
Monadnock lifting from his night of pines
His rosy forehead to the evening star.

—WHITTIER. "Mountain Pictures."

NOVEMBER 11

All, save this little nook of land,
Circled with trees, on which I stand;
All, save that line of hills which lie
Suspended in the mimic sky—
Seems a blue void, above, below,

Thru which the white clouds come and go.

—BRYANT. "A Scene on the Banks of the Hudson."

NOVEMBER 12

The sun,
That even as the tale was done
Burst from its canopy of cloud,
And lit the landscape with the blaze
Of afternoon on autumn days,
And filled the room with light, and made
The fire of logs a painted shade.

—LONGFELLOW. "Tales of a Wayside Inn." Part Second.

NOVEMBER 13

Outside the garden
The wet skies harden;
The gates are barred on
The summer side;
Shut out the flower time,
Sunbeam and shower-time,

Make way for our time,
The winter-tide.

—SWINBURNE. "Winter in Northumberland."

NOVEMBER 16

The rose has taken off her tire of red,
The mullein stalk its yellow stars has lost,
And the proud meadow pink hangs down her head
Against earth's chilly bosom, witched with frost.

—ALICE CARY. "Autumn."

NOVEMBER 17

Each day I find new coverlids
Tucked in, and more sweet eyes shut tight;
Sometimes the viewless mother bids
Her ferns kneel down full in my sight;
I hear their chorus of "good-night."
And half I smile, and half I weep,
Listening while they lie "down to sleep."

—HELEN HUNT JACKSON. "Down to Sleep."

NOVEMBER 18

See yonder leafless trees against the sky,
How they diffuse themselves into the air.

—EMERSON. "Fragments on Nature."

NOVEMBER 19

The trees' naked branches that have shed
Their sprays of rainbows, in the light blush red
And lure the sparrows to a noonday tryst.

—MRS. WHITON-STONE. "Three Days in November."

NOVEMBER 20

"Look forward, not back!" 'Tis the chant of creation.
The chime of the seasons as onward they roll;
'Tis the pulse of the world, 'tis the hope of the ages,
'Tis the voice of our God in the depths of the soul.

—ALICE FREEMAN PALMER. "Four Mottoes."

NOVEMBER 23

In the hidden life
Of the pretty things sleeping below,
Waiting the moment of waking,
Ready to burgeon and grow,
Who shall say but the touch
Of this cool, dark, quiet to-day,
Is full of as saving grace
As the strong, warm kisses of May.

—MARY ELIZABETH BLAKE. "November."

NOVEMBER 24

The stars throw smiles upon
The full-armed gleaners of the harvest year.

—J. HAZARD HARTZELL. "Autumn is Ended."

NOVEMBER 25

Autumn is here—
A sun-browned reaper—strong of arm and fleet,
The ripened corn in sheaves about his feet.

—CHRISTIAN BURKE. "The Passing of Summer."

NOVEMBER 26

Wisely and well, in earlier times,
This happy day was chosen,
That tho the earth grow stiff and bare,
Our hearts might not be frozen.

—ELAINE GOODALE. "Thanksgiving."

NOVEMBER 27

For the splendor of the sunsets,
Vast mirrored on the sea;
For the gold-fringed clouds, that curtain

Heaven's inner mystery.
 For the molten bars of twilight,
 Where thought leans, glad, yet awed;
 For the glory of the sunsets,
 I thank thee, O my God!
 —LUCY LARCOM. "Thanksgiving."

NOVEMBER 30
 In sweet, serene and thankful hearts
 Lies all the joy of living;
 Lift pure and strong your choral song,
 And make a glad "Thanksgiving."
 —ELAINE GOODALE. "Thanksgiving."

Grammar School Course in Literature

By HARRIET E. PEET, State Normal, Salem, Mass.

Literature is the expression of things most intimately connected with life. It is an interpretation of what is of vital importance to us all. To arouse interest in it is to show at the outset that it deals with what is significant, interesting and entertaining. This may be done by introductory talks which link the experience of the children with the selection studied; by giving the children an opportunity to do creative, not reproductive, work in connection with the study; and by a continual reading to a class of things which they enjoy.

Each piece of literature has its own problem in its introduction. Some pieces may have a setting unfamiliar and incomprehensible; others may be obscure in theme; and still others deal with peoples and times new and strange. The introduction required may be of various kinds. It may be story-telling, the recounting of an incident, an interpretation of the character of the author, or it may be historical, biographical or geographical.

A good device, as a means of introduction, is to ask a question which is to be solved by the piece, or to tell a story up to an interesting point and leave it there. Another useful device is to describe a character in the story so that the children are interested to know what happens to him.

Such a poem as Holmes' "Flower of Liberty" appeals to the class, if their curiosity is aroused by a play upon the symbolism of the poem. The pupils grow curious to know about this strange flower which, you tell them, is found on land and sea, is worn in button-holes, used to decorate houses, is sometimes seen in foreign countries where it awakens great pleasure when seen by Americans. You tell them further how in it are blended the "white of northern snows," and the "red of the southern rose," and the blue of the heavens; and that it has a curious characteristic—it is seldom seen near the ground, but prefers to blossom on the tops of buildings. One after another of the children will begin to have an idea of what the flower is and be quite ready to appreciate the words of the beautiful poem:

THE FLOWER OF LIBERTY

What flower is this that greets the morn,
 Its hues from Heaven so freshly born?
 With burning star and flaming band
 It kindles all the sunset land:
 Oh, tell me what its name may be—
 Is this the Flower of Liberty?
 It is the banner of the free,
 The starry flower of Liberty!

Many poems require a nature background for an introduction. The "Chambered Nautilus," for example, should be read only after the shell has been shown or described to the class and some idea of the life of the nautilus given. The following description is childlike and has the linkage of the old with the new, which is important in all introductions:

THE CHAMBERED NAUTILUS

In the deep, warm waters of the ocean are found some exceedingly wonderful little animals. One of these interesting creatures reminds us to some extent of the snail because it carries its house around with it. It is a soft-bodied animal like an oyster, living in a beautiful, pearly, spiral shell which it uses as a ship. In this shell it sails about upon the summer seas, sometimes far from land, and sometimes within the shadows of the palm trees along some shore. The spiral of its shell is composed of different rooms. From this fact this animal of the sea gets its name, the Chambered Nautilus.

Each year the Chambered Nautilus softly starts to build a new room on his house, for he finds his old home is really too small for him. He leaves the old, last year's home and crawls into a new and larger one.

The poet Oliver Wendell Holmes thought about the little creature, and how it continually grew, and there came to him a longing that his own life might grow, so that each new year would find him a nobler man. He describes the shell and expresses the wish in the poem which begins:

This is the ship of pearl which poets feign
 Sails the unshadowed main,—
 The venturous bark that flings
 On the sweet summer wind its purple wings
 In gulfs enchanted where the siren sings,
 And coral reefs lie bare,
 Where the cold sea-maids rise to sun their streaming hair.

The poem ends with these words:

Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free,
 Leaving thine outgrown shell by life's unresting sea!

Interest is aroused in some short poems such as "Titania's Lullaby," from "Midsummer Night's Dream," and "Ariel's Song," from "The Tempest," by telling the stories connected with them. "Pippa's Song," from "Pippa Passes" is also a good illustration of a poem which gains in content thru story-telling.

PIPPA'S SONG—A STORY INTRODUCTION

In southern France, where many mills are busy weaving thousands and thousands of yards of silk, a little girl named Pippa once lived. From morning until night she worked in among the whirling spindles and busy looms, busily watching her task while the endless hum continued. She had no school to go to, no open fields to play in, no advantages of any kind, but still she kept her heart happy by thinking of how she was helping in the world's work, and with the thought of the one day of the year she was to have as a holiday. Pippa wondered how she would spend this one day. She thought it over and over.

When Pippa's holiday came she decided to go into the village and sing of all the joy that was in her own happy heart. She arose with the lark and went gayly thru the streets, singing her merry songs.

The first one who heard Pippa was a discouraged musician who was playing mournful tunes on his fife. Her song gave him so much courage that he began to play such a cheerful, happy tune that all the children began to dance and laugh and to spread the joy far and wide.

The next to hear Pippa singing was a young builder who longed with great impatience to build towers and domes, but who was kept at the lowly task of making stairs. He sighed to himself and said: "Why should I try to do this work well? I am kept at this work of making stairs for people to tread upon. Such lowly work, while my thoughts are filled with wonderful castles and cathedrals!"

When the young builder heard Pippa's song he was filled with new courage. He said to himself, "What matter if I am not chosen to build towers and domes! I'll try to build my stairs well, for perhaps that work is of as great service as the other."

The young man was as good as his word, and so well did he do his humble task that soon a harder task was given him, and by and by, because of his patience, skill and trustworthiness, he became a great master builder and made castles and cathedrals with wonderful domes and towers.

So all day long Pippa sang, and to every one, as she poured forth her joyous song, new courage came. This is one of the songs that she sang:

The year's at the spring,
The day's at the morn,
Morning's at seven,
The hillside's dew-pearled,
The lark's on the wing,
The snail's on the thorn,
God's in his heaven,
And,—all's right with the world!

THE SONG OF THE CHATTAHOOCHEE (Descriptive Introduction)

A river rushes down from among the mountains in Georgia, roaring and falling among the hills, until it gets to the plain. Here it wanders slowly among the rushes and grass until it reaches the sea. The river seemed to sing a song to Sidney Lanier, a Southern poet and musician, as it rushed among the hills, or half-hid among the ferns and rushes. When the river was among the hills, where the trees lent their shade, the trees, the ferns, and the birds seemed to call to it to stay. When it reached the plain the rushes called to it, "Abide! Abide!" but the river heeded not the invitations. It was bound for the great ocean and would not rest until its waters could mingle with the great sea.

Out of the hills of Habersham,
Down the valleys of Hall,
I hurry amain to reach the plain,
Run the rapid and leap the fall,
Split at the rock and together again,
Accept my bed, or narrow or wide,
And flee from folly on every side
With a lover's pain to attain the plain
Far from the hills of Habersham,
Far from the valleys of Hall.
* * * * *
But oh, not the hills of Habersham,
And oh, not the valleys of Hall
Avail: I am fain for to water the plain.
Downward the voices of Duty call—
Downward, to toil and be mixed with the main,
The dry fields burn, and the mills are to turn,
And a myriad flowers mortally yearn,
And the lordly main from beyond the plain
Calls o'er the hills of Habersham,
Calls through the valleys of Hall.

—SIDNEY LANIER.

There are many poems such as Bryant's "To a Waterfowl," or "Robert Burns' "To a Mouse,"

which are ended by the recounting of an incident in the life of the author.

TO A WATERFOWL (Incident Introduction)

"When he (Bryant) journeyed on foot over the hills to Plainfield on the 15th of December, 1816, to see what inducement it offered him to commence there the practice of the profession to which he had just been licensed (law), Bryant says in one of his letters that he felt 'very forlorn and desolate.' The world seemed to grow bigger and darker as he ascended, and his future seemed uncertain and desperate. The sun had already set, leaving behind it one of those brilliant seas of chrysolite and opal which often flood the New England skies, and, while pausing to contemplate the rosy splendor with rapt admiration, a solitary bird made its winged way along the illuminated horizon. He watched until it was lost in the distance. He then went on with new strength and courage. When he reached the house where he was to stop for the night he immediately sat down and wrote the lines, 'To a Waterfowl,' the concluding verse of which will perpetuate to future ages the lesson in faith which the scene had impressed upon him."—From BIGELOW'S "Life of Bryant."

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far, thru their rosy depths, dost thou pursue
Thy solitary way?

Work degenerates into mere entertainment unless advantage is taken of the interest aroused by a selection and an opportunity for creative work is given the pupils. This work may consist of interpretations, discussions, descriptions, reviews, dramatizations, memory work and interpretive reading. The work should be partly oral and partly written, but in neither case should the exercises prepared by the children be tedious either to prepare or to listen to.

THE PUZZLE PICTURE

One of the forms of expression which the children enjoy is the "puzzle picture." Each child chooses a scene from the story read and describes it for his classmates without giving names. If another pupil recognizes the scene he does not name it, but adds another bit of description. This process continues until the majority of the children have recognized the scene. Such a description as this taken from "Julius Cæsar" illustrates how the work is done:

A taper burns dimly in a general's tent, showing the troubled face of a noble man and that of a youth beside him, sleeping. The general is making plans for the next day's battle. Near the youth lies a musical instrument upon which he had been playing. Suddenly the general turns pale. He rises to his feet and speaks to a pale, shadowy intruder. He thinks his imagination has played a trick upon him, and the visitor is not real, but when he speaks to him he answers.

The scene is the familiar one which contains this speech of Brutus:

How ill this taper burns! Ha! who comes here?
I think it is the weakness of mine eyes
That shapes this monstrous apparition.
It comes upon me. Art thou anything?
Art thou some god, some angel, or some devil,
That makest my blood cold and my hair to stan'?
Speak to me what thou art.

THE INFORMAL DEBATE

Another form of discussion which the children enjoy and find profitable is an informal argument, or defence of opinions. The ball is started rolling by a question from the teacher or a statement

from a pupil upon which there is a division of opinions among the pupils. The different children are called upon to bring up instances in the story which support their opinions.

While a seventh grade was studying the "Adventures of Ulysses," a boy asserted the opinion that Ulysses was unsympathetic. The class defended their favorite hero by bringing up the fact that the immortal Greek had shed tears when Scylla devoured some of his companions; and by telling of how overcome with grief he had been after the Læstrygonians had wrecked his ships and devoured his men, and how badly he had felt when he had seen his men in the form of swine. The boy held his ground, telling of how he had put out the eye of the one-eyed monster Polyphemus, and killed the suitors. The children were much alive on the question, and the discussion brought to light many queer childish interpretations, some very crude moral ideas, and some shrewd observations. The children all concluded during the discussion that Ulysses was too fond of flattering words and not careful enough of the truth. They did not like to have him tell Nausicaa that she was as graceful as a young cypress tree. But they concluded that he was sympathetic and that he was a great hero because he was loyal to his wife, brave at all times and ever ready with a wise plan.

The following papers illustrate a few of the other forms of expression, either in oral or written work, which involve the creative impulse on the part of the children and make their work a pleasure to them:

THE PROCESSION

(A Dramatic Description from "The Flag Goes By."
Fifth Grade.)

Hurrah! Here it comes! The flag, the soldiers, the bugles, the drums. They are coming. Hear them? Tramp, tramp. They are marching steadily on.

"Hurrah, hurrah!" Hear the cheers? Hats go off. More cheers, and more hats.

Still the tramp, tramp. Still the soldiers are marching in step. Still the flag is waving.

MELODY

(A Review—Seventh Grade)

Among the books that I have read and enjoyed several times, and one that I am willing to read over again, is the beautiful story "Melody," by Laura E. Richards.

The child "Melody" was adopted from a poorhouse, when she was but a tiny babe and brought up by two ladies, who, when the story opens, are called her aunts.

Some of her numerous friends and the ones she loved best were Dr. Brown, her aunts, and an old fiddler, called by "Melody" Rosin the Beau.

Melody, while out walking on a morning, is kidnapped, and after severe suffering on her part, as well as her friends', she is rescued by Rosin.

HOW ONE SIN LEADS TO ANOTHER

(An Interpretation from Silas Marner—Eighth Grade)

When we do wrong we little think what may come of it, but many times a person's life is ruined by one wrongdoing, for that wrongdoing leads to another and then trying to cover that up, one sins again, and so on, until one knows no right. George Eliot shows this in her book, "Silas Marner," where Godfrey Cass does wrong and then lies, trying to cover it up. He loses the love of his child by doing this, and day after day he watches while she becomes more attached to her humble foster-father.

So with us; we should keep as near the right as possible, striving to have a spotless record. May it be said of us that we were men, godlike, erect, with native honor clad.

DAVID, THE SHEPHERD BOY

(A Description from the study of "Saul"—Eighth Grade)

Far out on the pasture, a shepherd boy, young and

happy, tends his sheep. The sun is lowering in the west and it sends its red and golden rays to everything. In the distance are the gray mountains, with their hoods of snow. Not far away from the shepherd is a trickling brook that runs down toward the little village below. Some of the sheep are standing by the stream looking at the reflection of themselves and the rays of the sun in the clear, cool water. Others are grazing on the green grass.

The shepherd boy is lying on the ground, under the shade of a large oak tree. His staff and hat are thrown by his side, and his eyes wander from one sheep to the other.

In the bushes and trees the birds sing merrily. Now the bob-white calls to his mate. Then the robin pours forth a careless rapture. Above soars the eagle, the greatest of all birds.

RIP'S AWAKENING

(A Monologue from "Rip Van Winkle"—Normal School)

Why? can it be possible that I have slept in this place all night. Oh! I remember it all now, the strange men in the mountains, the game of ninepins—the flagon. That flagon—that was the cause of my staying here all night. How I hate to face Dame Van Winkle! No excuse I can think of will be satisfactory to her. But—I must go, nothing can save me from facing her.

Why, what is this? Here is an old firelock in place of my well-oiled fowling-piece. Those grave dwarfs of the mountains have played a trick upon me, have dosed me with liquor and have robbed me of my gun. Wolf! Wolf! Wolf! Perhaps he has strayed off after a squirrel or a partridge. He is able to take care of himself, so I will go and find the dwarfs and demand my gun.

My! How stiff my joints are! This hard bed does not agree with me. What if I should be laid up with a fit of rheumatism; if so I shall have a gay time with Dame Van Winkle. Well, here I'm off.

Co-Education in Germany

Consul H. J. Dunlap, writing from Cologne, has the following to say of the progress of co-education of the sexes in public schools in Germany:

Up to within perhaps ten years no practical test of the possibility of co-education had been made, but recently the school authorities in the Grand Duchy of Baden have made a trial of its possibilities, and the experiment is looked upon with considerable interest by the school authorities in other parts of the Empire.

While the number of girls who attended the boys' schools in the school year 1901-2 was only 426, this number has increased threefold during the past school year.

All of the school principals admit the capability of the girls and their ability to comply with the courses of study, and in many cases the greater diligence and intelligent interest of the girls in many special subjects was observable; besides their presence in the classes exerted a very favorable influence on the conduct of the boys. An excellent effect was noted in the behavior and appearance of the male pupils caused by the girls' greater punctuality, order, conscientiousness, and attention, as well as the natural refinement of the sex. There had been no breaks in the discipline noted and nowhere had the morals of the pupils been in any way endangered thru the intermingling of the sexes in the schoolroom.

Altho the report of the Baden authorities has been favorable to the bringing into closer connection in matters of education of the sexes, it is not apparent anywhere outside of Baden that any progress has been made toward admitting girls to the same school with boys, or even to give them the same courses of study.

The Pilgrim Play*

WRITTEN AND WORKED OUT BY SIXTH GRADE PUPILS

With Introduction by MABEL I. BARNEY, Teachers' College, New York

The dramatic tendency usually begins in the third year and continues all thru life. The essentials of every process and action which the child sees or hears in the heavens above and the earth beneath are made familiar to him in his dramatic imitations. The possibilities of dramatic action in the grades above the primary are coming to be recognized by leading educators, from the standpoint of emotional and intellectual development.

The scenes given below were written and presented by the sixth grade of a large private school in New York City, and show that the "wise teacher" need not in all cases even "supply the material for dramatic presentation."

The scene as a whole was first written by each member of the class and the results were brought in for discussion and comparison. One of the best was then taken as a skeleton. Suggested improvements were made—possibly a better introduction or a better close for the scene was supplied from another paper. The scene, when completed, was written on the board and copied by the class.

The little play may be given, with pleasure and profit, by pupils of any of the grammar grades.

The Play

Part I

Scene I. House of Gov. Carver in Holland

Persons present: MRS. BREWSTER, MRS. HOPKINS, MRS. BRADFORD, MRS. WHITE, KATHARINE CARVER, DUTCH CHILD, ENGLISH CHILD, AND OTHERS.

Mrs. Hopkins.—O, this flax in Holland is very poor! It breaks every minute and now that I have just put it together, it has broken again. I would fain be back in old England.

Mrs. Carver.—It is not well to complain. Flax is not the only thing. We have our own religion and greater freedom than in Scrooby. There we were in danger of having our husbands clapped in prison or put to the stocks for worshipping contrary to King James.

Mrs. Hopkins.—But I don't want my children to become Dutch. The other day my little boy brought in some boys and they were playing school and were teaching him more Dutch. (*Dutch child speaks.*)

Mrs. Brewster.—Methinks we must not be too severe. Have not the Dutch treated us kindly? We have much to be thankful for.

Mrs. White.—I wonder why the men tarry so long. I would fain hear tidings of the council.

Mrs. Hopkins.—Tidings! Thou shalt hear no tidings except that we are going to a worse land!

Mrs. Carver.—Think not thus of the good men! They will decide for the best.

Enter Elder Brewster, Carver, and Hopkins.

Mrs. White (first to see the men). Well! What tidings bringst thou?

Carver (unheeding).—Good-morrow, fair dames. Fifteen days from the morrow and we Pilgrims sail for the New World, America. (*All startled and amazed. Silence.*)

Mrs. Hopkins (first to recover).—Just as I told you, just as I told you, Mistress Brewster!

Mrs. Brewster (not noticing).—And where shall we get the ship?

Brewster.—Hopkins and Winslow will fetch that from England.

Mrs. White.—And who will protect us from the Indians?

Mrs. Hopkins.—A military leader, too, we will fetch from England.

Mrs. Hopkins.—And who will be our preacher, good sir? (*addressing Brewster.*)

Mr. Brewster.—As Robinson must remain here, I will undertake it.

Mrs. Hopkins.—So! (*looking him up and down.*)

Mr. Hopkins.—I must leave on the morrow for England, so I will depart to make ready.

Dames.—And only fifteen days for all we have to do!

Scene II. The Embarkation. The Sailors Carrying Luggage

Captain.—Hurry, my men! Make haste, there! Dost think the tide will wait for us?

Sailors.—Aye, aye, sir!

First Sailor.—If this wind but holds we will make good speed.

Second Sailor.—And it come not too strong.

Third Sailor.—Here, mate, lend a hand.

Fourth Sailor.—Aye, aye.

Enter two Dutchmen.

First Dutchman (to Captain).—What iss it?

Captain.—The English ship *Mayflower*. To take the Pilgrims to America! We sail at noon to-day.

First Dutchman.—O, yess, yess! (*Explains to second Dutchman. Takes place at side of platform.*)

Enter group of Pilgrims—the Carver family and Lois, Miles and Rose Standish, Mr. and Mrs. Brewster and children. Greet each other.

Mr. Carver (to Captain).—Is the wind favorable, Captain?

Captain.—'Tis fair.

Enter second group—Hopkins family, Mullins family, Mary Chilton, Bradford, Whites, Winslows, and Puritans who remain behind. Elder Robinson in center of group. Greetings to other group.

Mrs. Eaton (to Mrs. Carver).—I know not what we shall do, we who are left behind. (*Sighs and shakes head.*)

Mrs. Hopkins (to Mrs. White).—I was forced to leave behind my best feather bed—the captain said it was too large.

Mr. White (to Mr. Bradford).—It appeareth that all the luggage is aboard.

Mr. Bradford.—Yes, it is nearly the sailing hour.

Mrs. Brewster (to Barbara Standish, remaining behind.)—Now that it is time to go I am afraid—it is so far.

Barbara Standish.—Nay, fear not—I would I were going too. I hope next year to see you there.

Mrs. Winslow.—Elder Robinson would speak.

All quiet and attentive.

Robinson's Speech.—Dearly beloved people, methinks this is the last time I shall speak to you.

* Reprinted from *Teachers College Record*, by special permission.

Ye are going away to the new land across the ocean, and most of you I shall never see again, for I am too old to accompany you on the long, hard journey or to endure the hardships that you will have to endure.

My children, I charge ye, do not forget the religion for the sake of which ye have left England and are going to make new homes for yourselves in the wilderness. Let all remain true and steadfast, but above all see to it that the new land is truly a land of religious freedom, where every man may worship as he thinks right.

To thee, William Brewster, I give the charge of my people's souls. Mayest thou do thy task well—and do ye, my good people, obey your new leader.

To thee, brave Miles Standish, I commend the task of caring for their bodies. Mayest thou fight well for them and protect their homes.

Wilt thou, John Carver, take charge of my people's rights and help them to make their laws and govern them with fairness and justice. And now, my people, fare ye well. May success and happiness come to ye in America—to ye and to your children's children.

Scene III

Persons present: CARVER, BRADFORD, BREWSTER, WINSLOW, INDIAN.

Carver.—How shall we answer the challenge? Shall the council stand for peace or war?

Bradford.—Methinks we must make war. If not, they may think we are too weak to fight them.

Hopkins.—Nay, nay, it will be best to keep peace with the poor heathen.

Winslow.—I see not why we should refrain from making war upon the Redskins. We have tried to be kind to them and they have repaid us with hostility—thus!

Brewster.—I deem it wise and well that some at least be converted rather than that any are slain, for this is but Christian behavior.

Enter Miles Standish.

Miles Standish.—"What, do you mean to make war with milk and water of roses! Is it to shoot red squirrels," etc. (*Speech from Longfellow's "Miles Standish"*) . . . "And thus I answer the challenge."

Scene IV. Mrs. Brewster's Kitchen

Priscilla Mullins, stirring something in a small bowl.

Priscilla.—"Tis the last of the flour. It is scarcely enough to make a little posset for the invalid!"

Enter John Alden with hare.

John Alden.—See, Priscilla, I have been successful. Now thou canst make some broth for Mistress Brewster.

Priscilla.—You cannot think, John, how glad I am!

John.—And now I will help thee dress it.

Takes knife, drops it, etc.

Priscilla.—O, John, thy fingers are but clumsy. (*They busy themselves with preparations.*) Tell me, hast heard aught of the ship?

John.—Nay, she has not been sighted. But even now Hobomok is watching.

Priscilla.—"I have been thinking," etc.

John.—Yea, indeed I do not condemn you. Stouter hearts than a woman's have quailed in this terrible season. You have been brave and wise, then do not be discouraged now.

Priscilla.—I almost wish myself back in Old England.

Enter Hobomok.

Hobomok.—Heap big ship—see far out in water.

Priscilla.—A ship—Oh, food and friends and comfort!

Curtain.

Part II

Persons present: PRISCILLA, MARY CHILTON, MRS. CARVER, AND MAID, LOIS.

Mrs. Hopkins bustles in.

Mrs. Hopkins.—Here, Priscilla, take this cake. I know Oceanus will burn himself before I get back!

Priscilla.—What a fine cake—methinks the savages never had such a treat as this.

Mary Chilton.—Even you, Priscilla, could not make a better one.

Priscilla.—Nay, but I can make a dish such as none of you have tasted—a real Indian pudding.

Mary Chilton.—That should please our Indian guests. Where didst thou learn it?

Priscilla.—From one of the Indian squaws.

Enter Mrs. Brewster, assisted by Lois.

Mrs. Hopkins.—Tis Mistress Brewster! Thou look'st like a shadow. Is it prudent for thee to be here?

Mrs. Brewster.—I could stay away no longer. Altho I could not help with the preparations for the Thanksgiving feast, I must have a look at the good things.

Mrs. Hopkins (sighing).—I trust all will go well and there will be enough.

Enter Miles Standish and John Alden with guns. They salute Mrs. Brewster.

Miles Standish.—Art here in good time, Mistress Brewster, to hear that our army has again been victorious. To-day have we slain a deer and five wild turkeys. The men are even now dressing them, and Alden and I seek a cook to prepare them.

Mrs. Carver.—My oven, I think, will hold the turkeys and perhaps Mistress White will cook the venison. Here is Lois. She can take my place and help thee, Mistress Brewster, and I will go even now and attend to them. Bring them to me, John, when they are dressed.

Exit Mrs. C.

Priscilla.—I have not enough meal for my pudding—wilt fetch me the sack, John?

John.—That will I right gladly. (*Does so.*) But now I must go to bring Mistress Carver the turkeys.

Miles Standish.—I will go with thee.

Adieu. Exit Standish and John.

Mary Chilton.—Doth it not look well? (*Holding pewter dish.*)

Mrs. Brewster.—It belonged to my grandmother.

Mrs. Hopkins.—But of what service is it here in the wilderness!

Mary Chilton.—It will grace well the table at the feast to-morrow and is our only bit of finery.

Mr. Winslow (bringing pies, greets Mrs. Brewster.)—My good wife bade me leave these and say that she will send the bread as soon as it is baked.

Lois.—I will take them, Mr. Winslow. How nice they look—see, Mistress Brewster!

Priscilla.—"Twill be a goodly feast—as good as any in England.

Enter Indians (Hob. and Mass.)

Massasoit.—Me—ten—ten braves—all meat.

Priscilla.—What does he say, Hobomok?

Hobomok.—Him means—he have ten and ten braves coming, all have meat for white man's feast.

Massasoit.—White man—white squaw—kind to Massasoit. Them hungry—Massasoit feed them.

Live Mathematics. II

By ANNA GILLINGHAM, for Two Years a Teacher of Mathematics in the
Ethical Culture School, New York

In the October issue of this Journal appeared the first of a series of articles which it is hoped may help some teachers to break away from the thralldom of the text-book, and render mathematics a more live subject to their pupils.

Mathematics will always be hard for a great many people, the hardest subject for probably a majority of our children, but there is no use in its being the most detested subject. In addition to the few who naturally delight in the logical reasoning which it affords, there are now and then courageous spirits who like it just because it is hard and its mastery is worth while. But the larger number will proceed simply in mute compliance to hated requirements unless the skill acquired in mathematics is proven in their experience to be a useful and interesting possession to aid in their other occupations.

It is undesirable that mathematics should be the favorite study of all, or that the work to any large extent should be arranged to suit the immediate preference of the pupils. It must not be ignored, however, that we cannot do very good work in any line which we dislike, against which our whole nature is set with aversion. Yet such is the condition of a very large number of the school children among our relatives and acquaintances in their attitude towards mathematics.

In any given case this may be in no way the teacher's fault, but when it is true to any extent of her class she surely cannot be freed from censure for allowing this unhappy condition to persist. On the other hand, the dislike of a class for the subject necessarily entails greater drudgery upon the teacher. I know from watching the children of the Ethical Culture School that the mathematics periods can be joyous ones, looked forward to with pleasure and entered upon with the zest which insures the receptive mind and the retentive memory.

The problems described here are meant to be typical only. All have been used in some form by the writer herself, tho a number of them were originated by other teachers in the school. Several of them could never be used under other conditions than those of that school, or at least of a New York school, and can be only suggestive of the manner of grasping local opportunities.

Several illustrations have already been given of ways in which measuring may be utilized. A few others will follow.

MEASURING

One of our first applications of cubic measure was to find the number of cubic feet of air in our classroom. A committee of the class measured the room and the volume was easily found. I had not planned to carry the work farther just then. About half the class were evidently uninterested. The problem was "concrete" enough but not vital. What was the use? They had had the subject of cubic measure presented to them with blocks, had understool it thoroly, and had been properly enthusiastic. What difference did it make how much air was in our room?

It seemed best not to drop the subject after the single exercise, but to push it farther. We

entered upon a brief study of the ventilating system of our building, beginning with a trip to the basement conducted by the school engineer. The pupils listened eagerly to his explanation of the methods for purifying and moistening the air and for forcing it into the rooms.

How did he know how much air was sent in?

Well, there were meters to show the velocity and the class was reminded that the ventilators in our room could easily be measured. The engineer could tell them roughly how many times the air was supposed to be changed in an hour, suggesting, with flattering respectfulness for their ability, that they ascertain it exactly.

But how did he know that it ought to be that much? Why did it have to be forced in, anyway?

Sure enough, why should it? "Well, because we need to breathe," someone said.

"But we don't take any air out of the room, do we?" and then the ventilators for the foul air to escape were pointed out.

The questions were outside the realm of mathematics, and it was suggested that one of the boys repair for data to the biology and physical education departments.

Next day he was ready to report, not only concerning the conditions of the air after being drawn into a person's lungs, but the lung capacity of a child of their age and the number of respirations per minute.

The ventilators were measured, and the amount of air at our disposal per hour calculated. It appeared that we had many times more air provided us than we could use. But the children promptly explained that the impure air exhaled by one child wouldn't stay by itself, but would mix with the pure air. Hence there was need of a large amount of the latter in order that it should not be rendered unfit for the other children.

The class kept commanding each other to stop spoiling their air, and there was no further apathy as to the measuring of the air in our room.

THE COST OF FUN

The preparation of costumes for the presentation of school plays often furnishes interesting and practical problems. It was possible to work these out, especially well in connection with the dramatization of "The Pied Piper of Hamelin."

After a discussion of materials which would be suitable for the "gowns lined with ermine," the children were asked to bring samples of cotton flannel.

For the councilors' wigs cotton batting was needed, and they found in what form it is sold and the price with the reduction when large quantities are purchased.

One recitation period was devoted to estimating the amount of flannel needed for the "Mayor and Corporation," seven boys, and the cost of the same.

Data obtained from the sewing teacher, "For the body of the gown you will probably need three times the length from the shoulder to the floor, if the goods is a yard wide, four times this length if the goods is narrower. For the sleeves twice the length from shoulder to wrist."

A boy of medium height was found to measure 45 inches or $1\frac{1}{4}$ yards from shoulder to floor. His arm measure was 18 inches or $\frac{1}{2}$ yard.

$3 \times 1\frac{1}{4}$ yards equals $3\frac{3}{4}$ yards for body of gown.
 $2 \times \frac{1}{2}$ yards equals 1 yard for one pair of sleeves.

$3\frac{3}{4}$ yards for body of gown.

1 yard for pair of sleeves.

$4\frac{3}{4}$ yards for gown.

$7 \times 4\frac{3}{4}$ yards equals $33\frac{1}{4}$ yards for 7 gowns.

We told the children it is always well to allow a little extra, i.e., 35 yards for the seven gowns.

$12\frac{1}{2}$ cents is the cost of 1 yard of cotton flannel.

$35 \times \$12\frac{1}{2}$ equals $\$4.37\frac{1}{2}$, i.e., $\$4.38$ cost of 35 yards of cotton flannel.

To secure an harmonious color effect the class teacher bought nearly all the materials needed. When the shopping was completed she reported on the purchases made, and the entire cost of the play was calculated, so many yards at so much per yard of cotton flannel, calico, galatea, and cambric, besides slippers, stockings, ribbon, etc.

The idea then dawned upon us that each child make out in proper form a bill to present to his mother for the goods used in his suit. Preliminary practice in making bills was necessary, after which bills like the following were ruled and made out:

March 16, 1905.

Mrs. Henry Jones, Dr.,
 To The Ethical Culture School.

Feb. 27	7	yards of cotton flannel @	$12\frac{1}{2}$ c.	88
Feb. 27	$1\frac{1}{2}$	" " " " "	10c.	15
				\$1.03

These bills were taken home and when the money was sent by the mothers the bills were receipted by the teacher.

Many problems in measurement were solved during the cutting and planning of the costumes of which no record was kept.

Many other bills were made out. The tea and coffee used by several families during February, the cost of materials for a family dinner, etc.

MEASURING THE GROWTH OF THE CHILDREN

While we were measuring the children for these costumes much interest was evinced in their own size, and in many cases they could quote the gymnasium measurements of several months before.

"Why do they measure us for gymnasium?" was several times asked.

The second grade usually does a good deal with these spring and fall measurements, calculating for each child how much he has grown during the year and thus getting a good review of subtraction and reduction of very simple denominate numbers.

Finding that this interest had not been exhausted in the primary grades, I copied gymnasium data for two years back, and several classes worked out their own gain in weight and height during two summers and two winters. Averages were found and brought together from all the classes, and we tried to find answers to such questions as,

1. When do children gain more in weight, during winter or summer?

2. When do you gain more in height?

3. Which gain more at particular age, girls or boys?

We attempted to construct some physical charts to help the children to realize in part the value of collecting and tabulating such data. This was not as successful as I hope to make it at some fu-

ture time. The fault was not that of the youngsters, whose interest in their own size and age seldom flags.

At the annual school exhibit the average age of the pupils in each room is posted by the office. For two years past, this average has been calculated by the pupils as a class exercise, no "grown up" person doing any of the work except to direct theirs. Since the ages to be averaged are reckoned in years, months, and days, the task furnishes ample practice on the number of days in the months.

Not infrequently we have tabulated the number of pupils in the various classes upon the same plan as the population charts of the geography textbooks.

MAKING OUT BILLS

It may be the mercantile spirit too strongly developed in modern children, but certain it is that nothing else appeals to them as being so important as any processes which have to do with money. It is even true that when all other applications fail to make a new principle clear, sometimes the insertion of the word dollars and cents seems to bring illumination. Without recognizing this tendency to an extreme, it does seem rational that the children should know the cost of some of the equipment and materials supplied for their use by the efforts of others.

Bill work, later continued with problems from the book or arbitrarily invented, can be very satisfactorily begun by bills of school supplies, bills which the school has to pay to equip an entire class, or which the individual child's parents must pay for his maintenance in the school. One class calculated the total cost of a year in the Ethical Culture School for the entire grade.

SAMPLE BILL

New York City
 Dec. 3, 1907

Mary Smith Dr.
 To Ethical Culture school

Sept.	25	Smiths Arithmetic	30
Oct.	5	Flag of the Free. No. I	10
Oct.	5	Flag of the Free. No. II	10
Nov.	5	Stuffed Stories.	55
Nov.	5	Jan. & Mrs. Munn (geography)	50
Nov.	17	Assignment books	64
Nov.	17	3 Composition books @ 4¢	12
Nov.	5	2 Pencils @ 10¢	20
Nov.	25	1 ruler @ 5¢	5
Total			\$1.78

During one such series of exercises, a number of blank bill forms were brought in by the children. Among these were several from a printing and publishing firm. None of us having much idea of items for which such a firm would charge or for which they would have to pay, we consulted the teacher who had charge of the school printing. He took us down to see the printer at work on Grade IV spelling lessons.

A very interesting discussion followed. The children themselves suggested that a printer would have to charge more than the cost of materials and labor because of having to pay rent or taxes, buy new type and so forth. Things for which a printer would have to pay, paper, ink, wages, transportation, wear on type and press.

A PRINTER'S BILL 4TH GRADE SPELLING

50 lessons printed
2 lessons set in a form
200 copies of each form
100-150 forms printed per day
200 copies of each lesson
50
10000 copies of spelling lessons.

40 copies
used 1 yr. | 200 copies of each lesson.
5 number yrs. 200 copies
will last

COST OF GRADE IV. SPELLING LESSONS

10,000 sheets of paper.....	\$5.00
$\frac{1}{8}$ lb. ink @ 38c.....	.05
2 days' labor @ \$2.00.....	4.00
	<hr/> \$9.05

MEASURING AREAS

After the area idea has been introduced and a few very simple diagrams have been drawn, we have sometimes found the area and cost of the school blackboards. One or two members mark the board off in square feet, while the class draws on paper, letting half an inch represent one foot on the wall, thus obtaining a double visual image of the rows of squares.

DIAGRAM

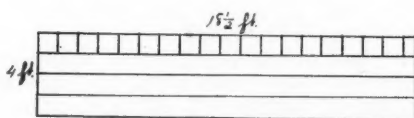
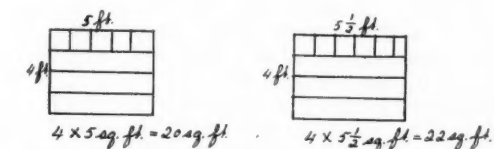
It happened one year that all but two or three members of the fifth grade belonged to one or the other of two school clubs. Not only was it necessary for the two treasurers to know how to keep the club accounts, but desirable that all the members should understand their work and be able to audit it. Hence bookkeeping became one of the vital needs of the grade.

Small books made of Manila paper and ruled like a journal were supplied to the children.

Each section became a stock company with a name of its own and a capital of \$3,800 arbitrarily set.

Area and Cost of Black-board in Class-room

Scale 1 ft. to $\frac{1}{2}$ in.



$$4 \times 15\frac{1}{2} \text{ sq. ft.} = 74 \text{ sq. ft.}$$

$$\begin{array}{r} 20 \text{ sq. ft.} \\ 22 \text{ sq. ft.} \\ 74 \text{ sq. ft.} \\ \hline 116 \text{ sq. ft.} \end{array} \quad \begin{array}{l} \$49\frac{1}{2} \text{ cost of } 1 \text{ sq. ft.} \\ 116 \\ \hline \$57.42 \text{ cost of } 116 \text{ sq. ft.} \end{array}$$

The debit and credit sides of the book were explained, and 1% of the capital was paid out for heat and light, 4% for rent, 4% for wages of employees and \$2,000 for purchase of stock, leaving \$1,458.

An envelope containing pieces of paper marked with such denominations as are issued by the United States in bills or coin was given to each child as cash drawer, for each was to act as bookkeeper for the firm. As money was spent or earned by the store, the cash drawer was changed to keep pace with the conditions.

The members then purchased from either store at retail prices, or one store bought from the other at wholesale. Bills were made out for home work. The regular work of the grade occupied the week, but every Friday in the midst of a chaos of columns that wouldn't add and red ink that would blot, the books were balanced.

We never succeeded in obtaining a large number of correct, independent balances on any one day, but the experiment was a successful one. Bookkeeping and striking a balance are no longer mysteries to the members of that class. More than that, they recognize the need for neatness and accuracy in such work in a way which will stand them in good stead in the future.

Cuban Coffee Culture

In response to a New York request for information as to the cultivation and market conditions of coffee in Cuba, Consul-General James L. Rodgers, of Habana, writes as follows:

The coffee industry flourished to some extent a good many years ago, but has been allowed to lapse into a state of comparative inactivity, and there is now no special culture on large estates where coffee for the consumption of the owners and tenants is grown. Cuba does not grow enough coffee for its own use. This is shown, for instance, by the statistics for the fiscal year of 1905-6, in which it is stated that 20,690,539 pounds were imported, of which 5,926,850 pounds came from the United States; 2,023,639 pounds from Brazil; 9,997,963 pounds from Porto Rico; 2,485,498 pounds from Venezuela, and the remainder in small lots from Argentina, Costa Rica, Colombia, Haiti, Mexico, Santo Domingo, France, and the Netherlands. In the same fiscal year Cuba exported only 19,356 pounds, most of which went to Spain, thus indicating that it was locally grown coffee exported from sugar estates and haciendas owned by Spaniards.

Cocoa in Brazil

Alluding to the Brazilian crop of over 50,000,000 pounds of cocoa last year, Consul-General George E. Anderson writes from Rio de Janeiro as follows:

In spite of temporary setbacks now and then, due to special causes, the production of cocoa in Brazil seems to be growing at a satisfactory rate, the increasing exports of the product forming one of the promising features of the Brazilian agricultural and trade situation. The governor of the State of Para in his last message speaks of the industry as being in the most flourishing condition, and the immense increase in the world's demand seems to have more than made up for the increase in the world's production, notably the production of Brazil. At present Brazil leads in the world's production and the United States in the world's consumption.

The productive capacity of cocoa in Brazil is almost limitless. In Para and Bahia the cultivation of the crop is being placed upon a scientific basis and it is probable that the next few seasons will show an immense increase in Brazil's output.

World's Commercial Products. III

GEOGRAPHY CLASSES, GRADES V TO VIII

For the Thanksgiving Table

Apples

There are about two thousand varieties of the apple-tree, and the commerce in the fruit is enormous. The apple is the most widely distributed of all fruit trees. Besides being used as a dessert, the apple is valuable for the manufacture of cider. The export to Europe is very large. Among our best apples for export are the baldwins, greenings, russets, and pippins. Tasmania has lately grown a great quantity of this fruit, and there is a growing export trade in the same.

The wood of the apple tree is hard, durable, and fine-grained. The bark contains a yellow dye.

Cider

The apples selected for the manufacture of cider are usually those which are fit neither for eating nor for ordinary cooking. In the English counties where the beverage is produced there are special apple orchards. The fruit is gathered when nearly ripe, and the apples are ground and crushed until they are reduced to a pulp. This is done in mills specially constructed for the purpose. The pulp is then placed in coarse canvas bags to be drained, and then the juice put into casks, where it is allowed to ferment. The fermentation takes place best when the juice is exposed to the air in the shade. After the sediment has subsided the liquor is run off and collected. The excellence of the cider depends upon the proper time chosen for running off the liquid.

The best cider is mellow and has the character of wine—it is neither sweet nor acid. It requires much care in bottling, only clear samples being fit for use, and the age should be at least twelve months before bottling is attempted. The liquid known as "champagne cider" is slightly sweet cider which is bottled before fermentation is completed. A weaker cider is obtained by adding water to the pressed pulp before fermentation.

Celery

Both the root and the leaves of this plant are eaten, cooked or uncooked. The common celery of our gardens is the result of cultivation and improvement upon a wild species. It requires a richly-manured soil, and careful tending about the roots. On the European continent a species of celery is grown the root of which is somewhat like a turnip.

Banana

This is the fruit of a tropical tree, a species allied to the plantain. Bananas are grown most extensively in the West Indies, and there is an enormous export trade from the various islands, Jamaica supplying the wants of the United States, as well as a large part of the demands of Europe. The fruit is gathered in bunches, and must be shipped green, as it is very perishable when ripe. There are two kinds, the red and the yellow. The largest yellow kind is obtained from the mainland of Central America, the small yellow from Jamaica and the red from Cuba.

Brussels Sprouts

A hardy winter vegetable, belonging to the same class as cabbage. The sprouts are in the

shape of small cabbages, which are composed of clusters of leaves. The cultivation of the vegetable is carried on chiefly in the district near Brussels. It is generally supposed that the Brussels sprouts cultivated in the United Kingdom are inferior in quality to those grown on the continent.

Caraway

This plant is cultivated in many parts of Europe, for the sake of its seeds. The seeds are sharp and somewhat pungent, and their properties are due to a volatile oil which can be extracted from them. They are useful to the cook and confectioner as a flavoring ingredient, and also to manufacturers of scented soaps and perfumes.

Cheese

Cheese is the food substance made from compressed and partially dried curd of milk. There are many kinds of cheeses, and the process of manufacture varies in different localities, but the main principle is generally the same. The milk is first warmed and fermentation set up by the addition of a small quantity of rennet. This causes a separation in the form of curd of the casein and the fatty matter in the milk. The curd is then broken up and drained from the whey or watery part of the milk. The remaining portion of the whey is extracted by means of a press, and the residue is again broken up, salted, and turned into the required shape. It is afterwards dried in a well-ventilated room. For the purposes of coloring annatto is generally used. From being an industry connected with the dairy, cheese-making has become a trade which requires large factories and many hands.

Citron

The citron is a species of lemon. By many botanists the lemon, orange, lime, and bergamot are considered to be varieties of the citron. The fruit itself is usually large, furrowed, and warty, while the rind is thick and spongy, and the pulp somewhat acid. It is cultivated in the tropics of both hemispheres, tho it is a native of northern India. It is chiefly valued for the rind which is fragrant and of a fine yellow color when ripe, and is either candied or used as a preserve. Oil of citron and oil of cedrate are obtained from it, both of which are valued by perfumers. The rind is salted before it is exported from Italy, Greece and Spain, where most of it is grown and prepared for market.

Cinnamon

This is a plant of the laurel order, which supplies the aromatic bark from which the cinnamon and cassia bark of commerce is obtained. The finest kind is extensively cultivated in Ceylon, tho much is exported from the East Indies. The bark is of a greyish-brown color on the outside, but inside it is reddish. For commercial purposes, the bark is cut off the trees, exposed to the sun, dried, and tied up in bundles of about eighty-eight pounds in weight.

Cinnamon depends for its aroma and properties upon the presence of a volatile oil, the oil of cinnamon. It is largely used by cooks and confectioners as a condiment, and it is valued medicinally as an astringent and a cordial.

Outlines of United States History

By JAMES H. HARRIS, Supervisor of Grammar Grades, Minneapolis, Minn.

How the Colonies Gained Their Independence

The United States history outlines, of which the one given below takes up the events leading up to the Revolutionary War, were started in THE SCHOOL JOURNAL last year. The series will be continued in the present volume until the outlines are brought up to the present day.

This period (1763-1783) is divided into two parts, the first covering the events which led up to and were causes of the Revolutionary War; the second covering the Revolutionary War and the accomplishment of independence. The first part of the period extends from 1763 to 1775; the second part from 1775 to 1783.

The twelve years from 1763 to 1775 are full of striking and significant events, and the period, short as it is, should be studied with close care. In these few years are to be found the causes of the Revolutionary War, in its results one of the most important, if not the most important, event in history. In studying this period give particular attention to the causal relation between events, and show how the rift between the Mother Country and the Colonies widened with each succeeding event until it became an impassable chasm, separating the two for all time.

Outline of Events

A. Ill-feeling as the result of the enforcement of old laws.

1. *The Navigation Laws and Acts of Trade*, and their vigorous enforcement.

What were the Navigation Laws and what injury resulted to the colonists from their enforcement?

2. *The Sugar Act*, practically a phase of the Navigation Laws, placed a very high tariff on all sugar and molasses imported from the French and Spanish West Indies.

As these islands formed a profitable market for lumber and fish, the enforcement of the Sugar Act worked serious hardship to the colonists, who resorted to smuggling in order to continue the trade. Out of smuggling grew the

3. *Writs of Assistance*.—What were the Writs of Assistance? Out of these Writs came James Otis's famous speech defending the colonial merchants in a test case. The keynote of that speech, as it was the keynote of the contest during the entire period, was this famous utterance: "Our ancestors as British subjects, and we, their descendants, are entitled to all the rights conferred by the British constitution—as much as the inhabitants of London or Bristol. A man's house is his castle, and while he is quiet is as well guarded as a prince in his castle."

B. *New Laws*.

4. *The Stamp Act* (1765). What was the nature of this Act? For what purpose was it created and for what reasons did the colonies object to it?

5. As Results of the Stamp Act we have:

- (a) The Virginia Resolutions, introduced by Patrick Henry.

- (b) The general Congress, in Oct., 1765, passing similar resolutions.
- (c) The Organization of the Sons of Liberty.
- (d) The Unifying of the Colonies on the one broad ground of protest against taxation without representation.
- (e) The Non-Importation Agreements among merchants.

On the side of the King and Parliament we have the Repeal of the Stamp Act in the spring of 1766, coupled, however, with the Declaratory Act, asserting the right of Parliament to levy taxes, and an intensified determination to insist upon that right.

The issue was thus clearly defined and clearly drawn. Parliament and the King asserted the right of the Mother Country to levy taxes on the colonies. The colonies denied that right and insisted that only thru their own representative assemblies could they be taxed.

6. *The "Townshend" Acts* (1767).—These acts included the following:

1. A Tax on Imported Articles—Tea, Glass, Paper, etc.
2. A resolution forbidding the Assembly of New York from passing laws until it should provide quarters and supplies for the army.

Of these Acts, the tax on tea, etc., as having a more general application, was the more important in its consequences, and attention may be centered on it. This tax, it should be noted, was an indirect rather than a direct tax. What is the distinction? Why should the colonists object to this kind of a tax?

The Act resulted—

- (a) On the side of the Colonies,

1. In the revival of the organization of the "Sons of Liberty."
2. In the renewal of the Non-Importation Agreements. These non-importation agreements, involving not only an agreement to "boycott" the taxed articles, but also an agreement not to import British goods in general, proved a very effective weapon against this law. The injury to British merchants was so serious that it enlisted their aid in repealing the law.
3. In the Massachusetts Circular Letter.

- (b) On the side of England,

1. In the sending of troops to enforce the revenue laws.
2. In the demand that all persons in America charged with opposition to the laws be arrested and taken to England for trial.

As a result of the sending of British troops came,

1. The Riot in New York (Jan., 1770), where British soldiers cut down a Liberty pole which the people had erected.
2. The "Boston Massacre" (Mar., 1770).
3. Organization of "Committees of Correspondence." What influence did these exert?

Following these events came the repeal of the tax on imported articles in all particulars save the tax on tea, this being retained simply in assertion of the King's right to tax. Indeed the heavier part of the tax on tea was paid in English ports and it became possible for the colonists to purchase tea cheaper than could Englishmen themselves. On the strength of this, the East India Company sent a large quantity of tea to America. But the colonists refused to take it. In Philadelphia and New York the people refused to allow the tea to be landed and drove the ships away. In Charleston some of the tea was thrown in the harbor and some was stored and afterward sold. In Boston occurred the famous

4. *Boston Tea Party* (Dec., 1773).

As the direct result of the Boston Tea Party came,

5. (a) The "Five Intolerable Acts."—What were these Acts? and

(b) The sending of British troops under General Gage to enforce the Acts.

These Acts, directed chiefly against Massachusetts, aroused the sympathies of the other colonies, and the result was,

6. *The First Continental Congress* (Sept., 1774).—This Congress issued the Declaration of Rights, demanding the right to levy all taxes and make all laws—except those relating to foreign

commerce—in their own colonial assemblies. It also resolved that "All America ought to support the people of Massachusetts in their opposition to the proposed changes in their government."

Shortly after this, Massachusetts set up a colonial government or provincial congress, independent of the military government which General Gage had established, and placed John Hancock at the head of it.

Opening of the War for Independence

A volunteer army of 16,000 men was raised,—called Minute Men,—military supplies were assembled at various points, and everything was ready for the spark of war. This soon came.

General Gage, in the process of establishing a military government for Massachusetts and in crushing the provincial government, was ordered to arrest Samuel Adams and John Hancock, who were especially active in their opposition to England. One night in April, 1775, they were known to be at Lexington, ten miles from Boston, and General Gage sent an armed force to capture them and at the same time to seize the military stores which the colonists had collected at Concord.

The battles of Lexington and Concord followed (April 19, 1775) and the War for Independence was on.

Noted Americans: Study Outlines III

GRADES VI AND VII

BY McLEOD

James Madison

1. BORN
At King George, Virginia.
March 16, 1751.
2. BOYHOOD
Attended Princeton College.
Graduated in 1771.
Studied law.
Took great interest in politics.
3. PUBLIC LIFE
1776, Delegate to Virginia Convention.
1777, Member of the Council of State.
1779, Representative in Congress.
1784, Member of Virginia State Legislature.
1787, Member of the convention which framed the Constitution.
1801-1809, Secretary of State.
1809-1817, President of U. S.
4. LAST YEARS
1817, Retired to private life.
Lived in Montpelier, Va.
Was rector of the University of Virginia.
Engaged in agriculture.

5. DEATH

January 28, 1836.
At Montpelier, Va.
85 years of age.

6. PERSONAL QUALITIES

Able statesman.
Republican leader.
Pure in character.

Memory Gems from Scott

Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand?

—THE LAY OF THE LAST MINSTREL.

What skilful limner ere could choose
To paint the rainbow's varying hues,
Unless to mortal it were given
To dip his brush in dyes of heaven.

—MARMION.

O Caledonia! stern and wild,
Meet nurse for a poetic child!
Land of brown heath and shaggy wood,
Land of the mountain and the flood,
Land of my sires! What mortal hand,
Can e'er untie the filial band
That knits me to thy rugged strand.

—THE LAY OF THE LAST MINSTREL.

Present Day History and Geography

Notes of the News of the World

For the first time in American history the presidential candidates of the two principal parties met at dinner, shook hands, and indulged in friendly greetings. The precedent was set by Mr. Bryan and Mr. Taft, at the banquet of the Chicago Association of Commerce, on the evening of October 7th. The meeting was arranged by mutual consent, with the understanding that the affair was to be strictly non-partisan and that members of all parties would be invited to attend. About one thousand men were present.

On October 5th, the city of Pittsburg, Pa., celebrated the one hundred and fiftieth anniversary of the city's foundation, when Fort Duquesne fell into the hands of the British.

Mr. Harry A. Garfield, son of the late President Garfield, and formerly professor of politics at Princeton University, was formally installed as president of Williams College on October 7. A large number of educators were present, besides many government officials. Speeches were made by Ambassador Bryce, President Eliot of Harvard, President Wilson of Princeton, and others.

The Navy Department has set forth the requirements of aeroplanes that will be acceptable for use in scouting and dispatch-bearing. They must be able to float on the water and rise from it without extra aid. They must be supported wholly by the air without the aid of a gas bag. Each machine must be able to carry two persons and a sufficient amount of fuel for a continuous flight of two hundred miles, for four hours, at an average speed of forty miles an hour. They must be able to light without damage on either land or water, and float on the water without wetting any of the supporting areas.

Beginning with the first day of October, the postage rate between the United States and England was reduced to two cents. It is what is called the penny post. That is, the postage to this country from England is a penny, or two cents from here there, the same as for letters in this country.

Wilbur Wright made a new world's aeroplane record. On September 21st he remained in the air at Le Mans, France, an hour, thirty-one minutes and fifty-one seconds, covering a distance of nearly sixty-one miles. The test was for the greatest distance covered by an aeroplane, and was witnessed by ten thousand spectators.

Officers of the anthracite railroads have notified sales agents in Eastern States that the indications are that there will be a serious shortage in the domestic sizes of coal this winter. The total output of the mines up to September 1st was two million, six hundred thousand tons less than last year. The mines will be operated at full capacity from this time on.

The chief engineer of the Panama Canal reports that the total excavation for September was 3,158,886 cubic yards. This makes a total excavation since the United States government took hold of the work of 50,506,317 cubic yards. It leaves 91,493,683 yards still to be dug, to complete the canal at the eighty-five-foot level.

An Agricultural Bank, founded by the Government, was opened for business at Manila, the Philippine Islands, on the 9th of September. It accepts only real estate or harvested crops as security for loans. It is expected that this bank will exert great influence in favor of the promotion of agriculture.

The Countess de Casa Miranda, better known to the world as Christine Nilsson, the great singer, celebrated her sixty-fifth birthday recently. The day was remembered thruout Sweden, for the Countess is one of the best-loved natives of the land. A celebration is held each year on her birthday, at the little cottage in Smiland, from which, at eight years of age, she started out on her concert tours. She visits the place each year, and spends some weeks there among her townspeople.

The sixth triennial International Congress on Tuberculosis was opened at Washington, September 28. The address of welcome was delivered by Mr. Cortelyou, United States Secretary of the Treasury, and responses were made by the official representatives of thirty foreign countries. Reports of the results of investigations were made from all parts of the civilized world, and it is hoped that the Congress will accomplish much towards instructing the public in prevention and cure of tuberculosis. Among the delegates present was Dr. Robert Koch, the discoverer of the tubercle bacillus.

More than fifty organizations have been formed in Spain for the study of Esperanto.

The United States battleship fleet sailed for Japan September 9th. A terrible typhoon on the preceding day did large damage on shore, but little harm was done to the ships. The wind blew at the rate of one hundred miles an hour.

Owing to the cholera prevalent in Manila, the program for the reception and entertainment of the naval officers was much restricted. Since August 15th the number of deaths in the Islands from cholera has been about five hundred a week.

Reports from the scene of the recent floods in Hyderabad, India, state that some estimates place the number of dead as high as 50,000, and the damage to property at \$100,000,000. Hyderabad is the capital of the state of the same name, and is situated on the Musi river, eighteen hundred feet above the sea level. It is an important trading center and is surrounded by a wall.

The contest held by the Motor Racing Association at the Brighton Beach track, October 3d, for the best twenty-four-hour continuous run, was won by a Simplex fifty-horsepower machine. The car covered 1,177 miles, thus breaking all records.

A collection of butterflies and moths comprising nearly one hundred thousand specimens, and considered to be the largest collection in the world, has been sold by the widow of the collector to the Field Museum of Chicago. The late Herman Strecker, of Reading, Pa., made the collection, and the sum of \$20,000 was paid for it by the Field Museum.

Australian State Insurance

Consul-General John P. Bray, of Melbourne, reports that the government of the Australian State of Victoria is about to undertake the experiment of State insurance in connection with the houses of settlers, which the government has erected on a scheme by which repayments by the occupants are extended over long periods.

"It is estimated that the settlers will have to pay to the government for the State insurance of the houses what is equal to an annual premium of not much more than one-fourth per cent upon the value of the property, whereas if companies did the insuring the men would—according to departmental estimates—have to pay at the rate of between one-half per cent and 1 per cent. The government has already accepted the responsibility for the 250 houses which have either been erected or are being built. The houses are wooden, and many of them are situated in localities where the fire-fighting machinery is not of the most modern type. The companies offered to insure the places at premiums varying from \$2.55 to \$4.25, allowing 10 per cent discount. This would have cost the 250 settlers the price of about two houses a year.

"The government programme provides for the building of 500 new houses within the next two years. This will bring the total number up to 750 houses. According to the departmental estimates, if the government were to accept the insurance companies' terms it would cover the cost of six houses a year in insuring this number. The government hopes instead to charge the settlers less than would the companies, yet establish a substantial fund from which to meet all losses."

Keeping the World from Starving

Everyone who knows anything about farming or gardening has heard of Luther Burbank, and the great things he has done to create new varieties in fruits and flowers. Yet when it comes to actual value to the country, the most wonderful thing ever accomplished has been by Abraham Adams, of Juliaetta, Idaho, who has made it possible to increase the wheat crop of every individual who raises that cereal ten-fold.

While it has not been generally known, many governments, thru their scientific men, have been striving for years to avert a world famine. "How soon will the world starve to death?" asks Sir William Crookes, who shows by statistics that the average yield per acre of wheat for the world is only 12.7 bushels. Yet after years of skillful trial the government stations have been able to perfect wheat-bearing only a trifle. They are naturally aghast at the result of experiments by this Idaho farmer, who has been able by mathematical figuring on individual stands of wheat as perfected by him, to show an increase of 278-fold.

Mr. Adams, in 1904, succeeded in getting one single head of wheat that satisfied him of a discovery. This head he planted in the fall of that year, and in the following summer procured seven pounds of the wheat. This he planted in the spring of 1906, and he secured from the seven pounds 1,545 pounds. Here was a startling yield, at the ratio of 222 bushels to the acre. This seed was planted in the fall for winter wheat, but bad weather and hail during summer destroyed all the fields of ordinary wheat, so they were not fit to harvest. Yet the new wheat left standing threshed out 53,000 pounds.

From these statements it is easy to figure what

this wonderful wheat is. Because it is impervious to frost and also to light hail, and because it partially withstands the heaviest hail, Mr. Adams named his wheat the Alaska, to mark its wonderful sturdiness. But the wonderful things were yet to come. On a government station test it was found that this wonderful wheat was HARD WHEAT. It is therefore a wheat that succeeds equally well as winter or spring wheat, and in both plantings will grade No. 1 hard.

This means an absolute revolution in wheat-raising. It means that the countless acres of California, where only soft wheat is grown, can now raise hard wheat. It means that in all the vast winter wheat region, which is greater than the spring wheat territory, growers can now compete with the northern countries in growing HARD WHEAT. It means that an average crop for the farmer will not be twenty bushels to the acre, but two hundred. It means that the worn-out farms of the East, with such a yield, can afford to have farmers manure their land for wheat crops because of the enormous return. It means that in time, when the seed can be distributed everywhere, the wheat crop of the world will be multiplied many times. It means that this year, if Alaska wheat could have been planted, instead of an estimated American crop of 500,000,000 bushels, America would raise for the world close on to five billion bushels. When this is realized, the wealth that Alaska has given in gold pales into insignificance by the side of what the farmers will be able to lay up in wealth for the country.

Mr. Adams' wheat has been raised on dry land, under slight moisture, showing that this Alaska wheat is suited to thrive in drouth. In southern countries a test has shown larger results. Planted in Alabama, its leaves have attained a width of $\frac{3}{4}$ of an inch. A head planted in that state showed greater results than that from the original head in Idaho.

Truly, the man who can have a field of Alaska wheat next year, no matter how small, will be more envied than the man with an automobile.

Good Literature Propaganda

Consul Frank S. Hannah, of Magdeburg, calls attention to a new plan just now being tried in Germany to create a greater interest in the reading of good literature among a class of people that has not up to the present been educated up to the point of the highest appreciation of good books. He states that the plan in detail is as follows:

Circular matter is sent to the different homes explaining the plan, cost, etc., after which a messenger is sent with the first book, which in every case is a thrilling novel calculated to attract attention and to be read and enjoyed, at the same time collectig 10 pfennigs (2.38 cents) for the use of the book for one week. The weekly rate of 10 pfennigs is the entire cost to the reader and includes the loan of the book, the bringing and taking away. The character of the books improves with each week's supply and thru this means they hope to improve the taste of the reader until he has the desire for only the best literature. The books are attractive in form, well printed on good paper and at the end of each week the books are hygienically disinfected and re-covered before being given out again. The books are in no case sold and remain the property of the company giving them out. The subscription can be commenced or stopped at any time without any further obligation upon the reader.

The Situation in the East

According to a lucid and interesting account of the situation in the East, as published in *The Outlook* of October 17th, there are two Eastern questions. The Far Eastern question concerns the relation of the Western world to Japan, China, India, and the Far East generally. The Near Eastern question is one which has perplexed Europe for many years past. The latter had its origin in the fact that Turkey has large European possessions which three or four of the great Powers covet. Russia, Germany and Austria have long had their hearts set upon acquiring different portions of this territory, but they have been so jealous of one another that the weakness of Turkey has been in a way the preservation of her territory.

The "Balkan situation" relates to a small group of countries near the Balkan mountains. At the close of the Russo-Turkish war in 1878, the success of Russia alarmed Great Britain and Austria-Hungary, whose interests in the Balkan states were important. A European Congress was called to revise the treaty of San Stefano which Russia had already made with Turkey. The meeting was held in Berlin, and Great Britain, Russia, Germany, Austria-Hungary, France, Italy, and Turkey were represented, with delegates from Greece, Rumania, Servia and Montenegro.

The treaty finally agreed upon arranged that the position of the Turkish Empire was to be decided by the Powers jointly. Rumania, Servia and Montenegro were made independent. Bulgaria and Eastern Rumania were taken from the Turkish territory. Bulgaria was granted autonomy (for the meaning of this word see dictionary) and guaranteed against Turkish oppression. Eastern Rumania was made a Turkish province to be ruled by a Christian governor; a situation it refused to accept, speedily uniting itself with Bulgaria. Bosnia and Herzegovina were placed under the overlordship of Turkey, but under the administration of Austria-Hungary; Cyprus was put in the possession of Great Britain, and certain obligations were imposed upon Turkey. Among these obligations was the guarantee of civil rights to non-Mohammedan subjects. Some of the provisions were never carried out.

For several years the Balkan people, of whom there are about four millions, have been anxious to throw off Turkish rule, and Prince Ferdinand, who is not a Bulgarian but a member of the family of Saxe-Coburg, has

been ambitious to assume the title of King. It has been assumed that when occasion arose, Bulgaria would throw off the yoke and Austria would take possession of Bosnia and Herzegovina.

The events which brought about the desired opportunity were not serious in themselves. The recent triumph of the young Turks who represent freedom and progress was celebrated at Constantinople by a dinner at which the Sultan presided. All the diplomats were invited, excepting the representative of Bulgaria. When he requested an explanation he was told that he was not an ambassador, but only the agent of a subject province. The matter was reported to the government of Bulgaria, the ambassador was withdrawn and diplomatic intercourse between Turkey and Bulgaria was suspended.

Some time previously there had been a strike on the Oriental railroad which runs partly thru Bulgaria and partly thru Turkish territory. Trains stopped running. Bulgaria seized the part of the railway which runs in Bulgarian territory and began operating it. The strike was declared off. The old employees went to work on the Turkish side and everything on that side went on as before. But in Bulgaria the troops kept possession of the road, and the government announced its determination not to give up that possession.

This announcement was a great shock to Europe, especially Germany. Altho the railway is owned by the Turkish government, it was leased



to the Oriental Railway Company, most of whose securities were held in Berlin. The action of Bulgaria in retaining possession of a portion of the road was pronounced brigandage and a violation of the Treaty of Berlin. It was hinted that the Powers would combine to punish the Bulgarians. They, however, declared that they would not go back to the former state of affairs, tho they would compensate the Oriental Railway for the property taken.

On September 5th the independence of Bulgaria was formally announced at Tirnova, the capital of the country, and Prince Ferdinand was declared King. At the same time it was announced that Austria had formally annexed Bosnia and Herzegovina. This violation of the Treaty of Berlin seems to have taken the European governments by surprise. At least France and England appeared to have known nothing about the matter until its consummation. The opinion prevails that Austria could not have made so important a movement as the annexation of two provinces without the knowledge of Germany and Italy. Germany is suspected of sympathizing with both the movements. This is one of the most serious aspects of the situation, and the start which Turkey recently made on the path to popular government has probably had much to do with these occurrences. So long as Bulgaria was governed in the old way she had a grievance. Germany has therefore no desire to see a Reform Government at Constantinople, with the Bulgarian grievance removed. She objects to a change which, tho it may be good for the Turks, destroys her influence in Constantinople,—an influence from which the German Emperor has probably hoped for railway concessions and possibly the concession of territory in the Turkish regions of Asia.

Crete and Montenegro

On October 7th, Crete announced that it had united with Greece. On the afternoon of that day a demonstration was held in the Island attended by more than one hundred thousand people. A number of patriotic speeches were made declaring that the time had come to unite with the free country of Greece. By an immense majority it was decided to sever the nominal relation of Crete with Constantinople and acknowledge the rule of Athens. The flag of Crete was lowered and the Greek flag raised in its place.

Crete is a small, unimportant island which for the past ten years has been a self-ruling principality, the Sultan being merely its nominal overlord. The action of the Cretans is, however, an affront to the Turks and is another step toward the dismemberment of European Turkey.

The people of Serbia are in a state of great excitement and are demanding war with Austria-Hungary, and unless King Peter accedes to their demand he may be forced to abdicate. The Serbians have long had a dream of reviving the ancient splendors of their empire by uniting with themselves Bosnia and Herzegovina.

The Montenegrins have announced that they intend hereafter to disregard the restrictions of the Berlin Treaty, which place them under the protection of Austria.

It only remains for the Armenians to take independent action of some kind to reduce the Berlin Treaty to waste paper.

One fact stands out. No government wants war. Russia, England, and France are using every means to prevent it. Germany is silent but

there are evidences that she has no desire to take any aggressive advantage of the situation. It may not be possible to put things back where they were, but it is possible to make compensation to Turkey and to put on record European condemnation of the violation of treaties. If a conference is to be held in which Germany and Austria-Hungary take part, the independence of Bulgaria, the reunion of Crete to Greece, and the annexation of Bosnia and Herzegovina will probably be accepted. In that case compensation must be made to Turkey and something must be done to placate Serbia and Montenegro. France and England will ask for nothing. Austria has what she wants. Russia will probably ask for the opening of the Dardanelles.

Widows' Pensions in Australia

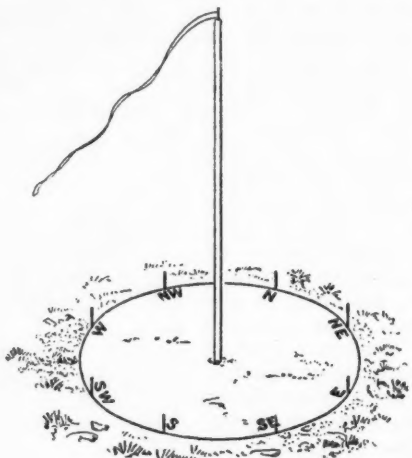
In stating that the Australian State of Queensland, in 1879, began a system of subsidizing widows in the care of their children, Consular Agent Asbury Caldwell, of Brisbane, writes of its further development:

The idea has steadily grown, and it has been found wiser for the State to pension the mother for the care of her children than to condemn her to such employment which would cause her to neglect the children. The following new scale of weekly allowances was authorized by the recent parliament to take effect May 1, 1908: For one child, \$1.22; two children, \$1.10 each; three children, 97 cents each; four children, 91 cents each; more than four children, a maximum of \$4.38.

To Show Direction of the Wind

A very simple device to show the direction of the wind is described in a bulletin, issued by the United States Department of Agriculture, on "The Weather Bureau and the Public Schools."

It consists of a vertical stake standing several



feet above the ground. A nail is driven into the top, to which is attached a long thread of narrow ribbon. The thread will be blown by the wind and show its direction very accurately.

A circle may be drawn in the sand or dirt around the stake and the points of the compass indicated on this by stakes or marks. The direction of the streamer may be marked in the dirt at intervals during the day and the children led to note the changes in the direction of the wind.

Philadelphia's Birthday

By JANE A. STEWART

A memorable educational, as well as civic event, is that which was held in Philadelphia during the week beginning October 4th, in commemoration of the city's two hundred and twenty-fifth birthday. Educators, historians, librarians, and literary folk united with the civic authorities in the historic celebration which, perhaps, ranks as one of the most important events during the current year, not only in the history of Philadelphia, but also in the record of national life.

In no other great city of the country would it be possible to present a greater panorama of both local and national history, than that which was achieved in the splendid historic pageant with which the week's events were crowned.

A more significant and instructive object lesson in history could not be imagined. There were seven divisions, each illustrative of an epoch in the history of Philadelphia, as follows:

1. Exploration and Early Settlement; 2. Penn and the Quakers; 3. Colonial Philadelphia; 4. The Revolution; 5. Under the Constitution; 6. The city from 1800 to 1860; 7. The Civil War.

In the long succession of sixty-eight living pictures, the predominant idea was to present to the people a verbatim reproduction of the persons, life and events of each era. The symbolical and allegorical had no place. Each division in its separate sections was as exact a reproduction of the events or persons as it was possible to conceive and produce. It was above all a realistic panorama and wholly objective.

That was consequently a very life-like and somewhat surprising figure which appeared near the head of the great procession: Mr. Penn, not in the long coat and broad-brimmed felt hat of his later years, but picturesquely dressed as a young knight in mail breast-plate and scarlet hose, showing the Founder of Philadelphia the gay, adventurous youth of the earlier days before the birth of those beliefs which led him to seek a haven from persecution in the New World.

The Dutch in the yacht "Onrust" (Unrest, the first vessel of any European nation to sail up the Delaware,) were represented by real natives of Holland, resident in Philadelphia, wearing wooden shoes, homespun blouses and broad-brimmed hats. The boat was a reproduction of the original yacht, a vessel of only sixteen tons, built on Manhattan Island in the winter of 1613-14 and commanded by Captain Cornelius Hendricksen.

Indians from the Carlisle School appropriately represented the Lenni Lenape tribe, whom the first European settlers found on the banks of the Delaware, grouped as an Indian village on a float, and accompanied by a procession, led by the pipe-bearer, and composed of men with coup sticks, rattles and drums; a medicine-man clad in green, and braves of the clans, the Turkey, the Turtle, and the Wolf.

Members of the Swedish Society of Philadelphia were figures in one of the most realistic groups, depicting Swedish farmers of the early days led by their Governor, John Printz. There was a model of the Old Swedes' church of 1700, in its original form of a block-house, used both as a fort and a place of worship.

The division of Penn and the Quakers was led by a striking tableau of Penn being taken a prisoner into the town of London for having offended

authority in publishing a pamphlet without the necessary license. The succeeding picture showed Charles II on his throne signing the charter which gave Penn 40,000 acres on the west bank of the Delaware; and just following came a fine representation of the good ship "Welcome," bringing Penn and his little band of colonists to America in 1682. The Welsh (personated by twentieth century Philadelphia Welshmen), the founders of Germantown, led by Francis Pastorius (finely personated by Professor M. D. Learned, of the



Children's Day at the Philadelphia Civic Celebration of Founders' Week on October 8

School Children of the City in front of Independence Hall listening to addresses on civic patriotism by City School Supt. Martin G. Brumbaugh, and the Mayor of Philadelphia.

University of Pennsylvania) and the Scotch and Irish settlers (personated by their descendants), came next. Quaker students from Haverford College presented the familiar scene of Penn's Treaty with the Indians as painted by Benjamin West.

Among the twelve novel pictures of Colonial Philadelphia were several which received the heartiest applause from the appreciative spectators. The students of Temple University and the Southern Manual Training School of Philadelphia were the representatives of these scenes, showing the old-time constables and nightwatchmen; the realistic living picture of a street fair of 1740; the first fire company, with its hand-pump and bucket brigade; printing and other industries;

and two life-like representations of Benjamin Franklin, his advent in Philadelphia with the traditional two loaves of bread under his arms, and his famous kite-flying experiment. The early days of the University of Pennsylvania were shown by a model of the old-fashioned original building at Fourth and Arch Streets, borne by students in the costume of that day, and a handsome float, depicting the first Provost (Rev. William Smith), Benjamin Franklin and the trustees on their visit to the Governor, in 1755, to ask for a college charter.

Seventeen splendid pictures made up the Revolution Division. The most gorgeous were naturally the magnificently gotten-up floats illustrating Major Andre's "Meschianza"—the scenes shown being the Knights of the Blended Rose, the Knights of the Burning Mountain, and the banquet car, all done by seventy-three students from the Philadelphia Academy of the Fine Arts in rich and elegant costumes.

Among the familiar historic figures were Lydia Darrach, who gave the warning to the colonists of the British plan to capture Washington; Betsy Ross, the flag-maker; John Paul Jones, of the first American battleship; Washington, Lafayette, Franklin, etc.

The members of the first Congress; the entrance of the British, the American Army on the way to Yorktown; Rochambeau and the French allies were made up by bodies of troops, in best military display of the pageant. A stirring scene was the bringing home of the flags captured at Yorktown. The Declaration of Independence was pictured by a float representing a section of the Independence chamber in the old Independence Hall. At the table sat John Hancock, then president of the United States Congress; and the members were seen with hands raised in the very act of voting upon the resolutions, nine states being for and four against it.

Probably the most beautiful float was that at the head of the division "Under the Constitution," representing the Adoption of the Constitution in 1787. At the top sat Washington on a circular pedestal around which were ranged thirteen tall, beautiful young women, dressed in soft, light tints, each resting both hands upon tall, narrow shields bearing the arms of the states.

Seven striking models of means of early transportation provided by the Pennsylvania Railroad Company were a special features of the division covering the history of the city from 1800 to 1860. Boys of the Central High School impersonated the twenty-eight townships which consolidated in 1854 to form Greater Philadelphia.

A venerable Quaker lady, drawing a covered wagon loaded with fugitive slaves, whom she was taking to a safe refuge of the "underground railway," was the picturesque figure which headed the Civil War Division. Lincoln driving in a carriage in Philadelphia escorted by the famous First City Troop of Philadelphia; the departure of the troops for the front; their return; a float portraying the Chinese booth of the Philadelphia Centennial, were the chief pictures of this era, which closed the pageant. The realistic effect of the procession was most pleasing, and it was evident that considerable thought and study had been applied to make the representation historically accurate and attractive.

Revising, as well as demonstrating and revealing the early history of Philadelphia, was included in the scheme for the Philadelphia Historic Celebration which appears to have germinated in the

mind of Mayor Reyburn. Years ago he shrewdly stirred the literary people by appointing a special commission to determine the exact date of the foundation of the city, concerning which there seems to have been a doubt. The commission was headed by the state librarian, Thomas Montgomery of Harrisburg, and numbered among its members Professor Morris Jastrow, Jr., librarian of the University of Pennsylvania; John Hanson and John Ashhurst, heads of the Free Public Library; Secretary John Jordan, librarian of the Pennsylvania Historical Society; Dr. J. Minis Hays, secretary and librarian of the American Philosophical Society; Supt. Martin Brumbaugh, of the Public Schools; and two of the clerks of Councils. As a result of the labors of this authoritative committee, the early history of Philadelphia has been rewritten. 1683 and not 1701 is now the authorized date of the foundation of Philadelphia, which thus becomes a generation older as a civic center than it was supposed to be. The government of Philadelphia is declared by the Commission to have been under the direct control of the Provincial Council and its county officered as early as January 23, 1683, and the city to have been firmly organized and surveyed as a city early in that year. In accordance with its findings, Edward Shippen, long honored as the first mayor of Philadelphia, under the city's first charter of 1691, gives way to Humphrey Morrey (or Murray), who, according to records in possession of the Pennsylvania Historical Society, was mayor of Philadelphia before Shippen.

The seal of Philadelphia, bearing the date of 1701, has consequently been adjudged in error; and one of the minor features of the brilliant civic celebration is the provision and use of a new seal properly dated.

History had also its demonstration thru the various exhibitions, one of which, displayed in City Hall, was well called the historic industries loan exhibit and covered the range of workmanship of Philadelphia mechanics before 1825, from wigs to steamboats, from tavern signs and textiles to housebuilding. Professor Leslie W. Miller, a former Bostonian, and head of the school of Industrial Art in Philadelphia, was chairman of the committee in charge of this display.

Another important exhibit shown in the rooms of the Pennsylvania Historical Society very appropriately was designed for the display of records of medical institutions, medical colleges, hospitals, etc., in which Philadelphia is pioneer.

The marking of over three hundred historic sites in Philadelphia was a significant part of the week's program. Tablets of blue surmounted by the city's seal and lettered in gold were prepared for this use.

Franklin Field, the athletic field of the University of Pennsylvania, was the scene each night of a brilliant historical musical drama and spectacle, Philadelphia covering much the same historic ground as the pageant.

Thruout the whole celebration the idea of public education was kept to the front. A special day, October 8th, was set aside for the school children who massed in Independence Square to hear addresses by City School Superintendent Martin Brumbaugh, the mayor, and others, and to sing patriotic songs. The public schools of the city were closed the entire week, Superintendent Brumbaugh rightly conceiving that the instruction afforded by the various features of the week's review in history was more important than any classroom work for children and teachers alike.

Boston's Cooper Union

By FREDERICK W. COBURN

To the existing educational facilities of the New England capital an important addition was made when the New Franklin Union at the corner of Berkeley and Appleton Streets was dedicated on September 25. Serving in the main as a night school for industrial education, it will occupy a place in Boston somewhat similar to that held by Cooper Union in New York, with, of course, the advantage of possessing a specially designed plant provided with the latest and best apparatus.

The historical circumstances leading to the establishment of the Franklin Union are of national as well as local interest. They involve the beneficence and foresight of the brainiest man of our colonial period. In a codicil to the will of Benjamin Franklin, printer, inventor, patriot, and diplomat, occurred the following bequest:

"I was born in Boston, New England, and owe my first instructions in Literature to the Free Grammar Schools established there. I have therefore already considered those Schools in my Will" (the Franklin Medals). "But I am also under obligations to the State of Mass—ts for having unasked appointed me formerly their Agent in England with a handsome Salary, which continued some years. I have considered that among Artisans good Apprentices are most likely to make good Citizens, and having myself been bred to a manual Art Printing, in my native Town, and afterward assisted to set up my business in Philadelphia by kind loan of Money from two Friends there, which was the foundation of my Fortune, and of all the utility in life that may be ascribed to me, I wish to be useful even after my Death, if possible, in forming and advancing other young men that may be serviceable to their country in both those Towns. To this End I devote Two thousand Pounds Sterling, which I give, one thousand thereof to the Inhabitants of the Town of Boston, in Massachusetts, and the other thousand to the Inhab— of the City of Phila—a, in Trust to and for the Uses, Interest and Purposes hereinafter mentioned and declared."

In accordance with further suggestions which the eminent philanthropist made, the fund was put in charge of a board of management consisting of the three ministers of the oldest Congregational, Episcopalian and Presbyterian churches of the town. Their main function was to loan the principal in small amounts at a rate of five per cent per annum to young married apprentices. Interest thus being compounded, the fund at the end of a century, according to Franklin's calculations, should amount to £131,000. Of this sum £100,000 was to be used for creating some public work of benefit to the city. The other £31,000 was to be continued on interest for another century, at the end of which time it should amount to £4,061,000, of which Boston would get £1,061,000, the State of Massachusetts the remainder.

Franklin's plan was accepted by the "Freeholders and other inhabitants of the Town of Boston on the 25th of May, 1790," and his money was set to work. His ideal of perfectly compounded interest was not, to be sure, realized—as it never has been anywhere else, not even in the most sagaciously managed life insurance company. Still a creditable record was made.

Then, at the expiration of the first century, there followed a remarkable series of squabbles and litigation regarding the disposition of the 100/131 of the money to which the city of Boston seemed to be entitled and which the politicians in power during the nineties were inclined to regard as a plum for their own delectation. A watchful guardianship, however, was established by public-spirited citizens, and not a dollar was misused during several years in which the fund was still growing. Finally, in 1904, the courts appointed a board of managers consisting of President Henry S. Pritchett, of the Massachusetts Institute of Technology, Frank K. Foster, a well-known labor leader, who had already rendered valuable services in the cause of industrial education, and James J. Storrow, now president of the Boston school board. Meantime a proposition was entertained and accepted from Andrew Carnegie to present as an endowment fund a sum equal to the amount of the money available for use under the provisions of Franklin's will. The fund had grown to somewhat more than \$400,000, so that the total endowment with which the Union starts is under a million dollars.

The decision of the management, which met with general approbation, was to establish an industrial school for the benefit of the kind of young people whom Franklin had in mind in his arrangement for loaning money. This institute was to be called the Franklin Union. Preliminary plans were carefully considered. In 1906 a lot of land 100 by 160 feet was purchased at the corner of Berkeley and Appleton Streets and early in 1907 work upon the present structure, designed by R.



Franklin Union, Boston
(Built with money left by Benjamin Franklin for it)

Clipston Sturgis, was begun. The building was completed, without hitches, in fourteen months.

The Union, five stories high, is of steel and concrete construction, designed in the Georgian style of architecture, which prevailed in Franklin's time. There is an impressive main entrance, fifty feet square, with a frieze composed of large panels with mural paintings depicting episodes of the life of Franklin, and alternating with them, smaller panels containing well-lettered quotations from Poor Richard's writings. A hall with a seating capacity of one thousand will give opportunity for public lectures on subjects of industrial interest. The library will comprise only technical books and periodicals. The upper floors are devoted entirely to classrooms and small laboratories. In the basement is a large automobile laboratory.

The requirements of night work have been made a prime consideration. The illumination is by combination of direct and reflected light—an arrangement which school authorities everywhere might well consider. The fixture consists essentially of a rod supporting a large globe, of which the lower half is translucent, causing a soft, diffused light to penetrate to the lower portion of the room; while the upper half is of clear glass, the light being cast upwards upon a white ceiling and thence reflected throughout the room. It has been discovered that this method gives a soft, quiet light suitable for the finest work and free from disturbing cross-shadows.

Duplication of other facilities for industrial education in and near Boston will be avoided as a general principle by the management of the Franklin Union. The point of start, according to a statement made to the writer by the newly elected director, Walter B. Russell, well known from his work in the industrial education department of the New York Central railroad, will be the acute need felt in many of the trades for competent men, and where an opportunity appears to help fill that need a class will be formed under a practical man. In some instances other schools of the city have already started special classes in response to the universal complaint that since the last vestiges of the apprenticeship system have disappeared the facilities for thorough-going elementary training have disappeared, too. Courses in lithography, for example, have been established at the Massachusetts Normal Art School, and the needs of the printing trades are somewhat served at a special school in the North End. A practically unlimited field of usefulness, however, is open to such an institute as the Franklin Union, which started off with classes in mechanical drawing, machine details, mechanism, drawing for carpenters and builders, shop formulæ and industrial arithmetic, practical mathematics for carpenters and builders, industrial chemistry, steam engines and boilers, and industrial electricity. Other courses will be added as there is demand.

A Morris Dance for Boys

Arranged by CAROLINE CRAWFORD, Teachers College

How Dy'e Do?

"How D'y'e Do" was a boys' dance, and it cannot be executed in its proper spirit except by a group of boys. The contest is full of what the small boy most delights to express. No attempted description of the pantomimic action is necessary, if the teacher once allows a class of boys to try the dance.

The dancers form in two lines, all facing in the same direction.

1	2
3	4
5	6

All stand in place during the introduction until the last half measure, when they all jump. In the jump the dancer springs from one foot, as high as his own foot. The foot which is lifted is thrust forward and the hands are thrown above the head.

A. FIRST MOVEMENT: DOWN AND BACK, UP AND BACK

The dancers all move forward two measures, keeping the position of the lines. The step is a run forward, right, left, right, hop and kick left. Then left, right, left, hop and kick right. (Measures 1-2.)

The dancers move backward two measures with step, hop, step, hop. (Measures 3-4.)

All turn right about and move forward in the opposite direction. (Measures 5-6.)

Move backward as above. (Measures 7-8.) During the last of the eighth measure, all jump and face toward the center.

B. FIRST MOVEMENT: THE CHALLENGE

Numbers 1 and 6 jump and advance to center. They shake hands on "do," while all sing. (Measure 1.)

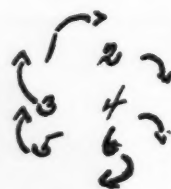
They move backward rapidly to place.

Numbers 2 and 5 advance and shake hands. (Measure 2.)

Numbers 3 and 4 advance and hold position during measures 3, 4, and 5.

A. SECOND MOVEMENT

This movement is usually the "chain," but owing to the difficulty of execution the "ring" is given instead. All turn in the direction marked and dance half way round the circle until Number 1 is in the position of Number 6. (Measures 1-4.) All turn and dance back to place. (Measures 5-8.) The step is the same as the forward movement above.



B. SECOND MOVEMENT: THE FIGHT

Numbers 1 and 6 advance as above and square up, while all sing. (Measure 1.)

Numbers 2 and 5. (Measure 2.)

Numbers 3 and 4. (Measures 3-4-5.)

A. THIRD MOVEMENT: CROSS OVER

All remain facing toward the center. Cross over to the opposite side, passing right shoulder by right shoulder. (Measures 1-2.) The step is similar to the one given above. Turn about right, hopping from one foot to the other with the free foot raised forward, knee bent. (Measures 3-4.) Cross back to position, right shoulder to right shoulder. (Measures 5-6.) Turn about right. (Measures 7-8.)

B. THIRD MOVEMENT: THE RECONCILIATION

The movement is like the first under "B," but the pantomimic expression differs.

A. FOURTH MOVEMENT: BACK-TO-BACK

The dancers advance toward the center, passing right shoulder to right shoulder. Then, without turning, move to the right, retreat to place, passing the opposite dancer. left shoulder to left shoulder.

der, and retire to position. The forward and backward steps are described in the first movement.

B. FOURTH MOVEMENT: GOOD-FELLOWSHIP

The movement differs from the first only in the pantomime.

A 2, CROSS OVER

This is like the third movement, except at the seventh measure the leader calls "All in," when all of the dancers form a ring, jump during the last of the eighth measure, and "call."

HOW D'YE DO ?

CORNER DANCE.

INTRODUCTION.

(Once to yourself.)

(Once to yourself.)

♩. = 108.

A & DANCE.

A **DANCE.**

> To be played 4 times.

1 2 3 4 5 6 7 8

The musical score is for a piece titled "DANCE" in 7/8 time. It consists of two systems of music, each with a treble and bass staff. The first system contains measures 1 through 4, and the second system contains measures 5 through 8. The key signature has one flat (B-flat). The first measure of the first system is marked with a repeat sign and a note that it is to be played 4 times. The measures are numbered 1 through 8 below the bass staff. The notation includes eighth and sixteenth notes, rests, and dynamic markings like accents (>) and slurs.

B *Lento.* How'd'ye do, Sir? How'd'ye do, Sir? How'd'ye do, Sir? *Tempo primo.*

B *Lento.* Howd'ye do, Sir? Howd'ye do, Sir? Howd'ye do, Sir? *Tempo primo.*

The musical score is for piano accompaniment, featuring a treble and bass staff. The key signature has one flat (B-flat), and the time signature is 9/8. The piece begins with a *Lento* tempo and a *mf* dynamic. The melody in the treble staff consists of three measures, each with a slur over the notes and a *lunga* marking. The first measure is marked with a '1', the second with a '2', and the third with a '3'. The bass staff provides a harmonic accompaniment with chords and single notes. After three measures, there is a double bar line. The tempo changes to *Tempo primo*, indicated by a change in the time signature to 6/8. The music continues with a *cresc.* marking and a '4' measure, followed by a '5' measure, and ends with a *f* dynamic.

Dal Segno ✂

A 2

A 2

1 2 3 4

5 6 7 8 *Fine.*

Notes of New Books

"Learning to Read, Teachers Manual," by FRANK E. SPAULDING and CATHERINE C. BRYCE, of Newton, Mass., intended to accompany their series of readers, is a valuable exposition of the subject of teaching reading. It contains a careful explanation of the method employed in teaching children to read according to the writers' ideas, aside from explicit directions for the use of the several books of the series. (Newson & Company, New York.)

A study of what is best in the way of "Literature in the Common Schools" has been the work of Professor John Harrington Cox, of West Virginia University. Especially valuable is the material arranged for the course of study in the elementary schools and the descriptions and lists of books for substitution in connection with the course. Probably the book is as valuable as anything of the kind that has been prepared. Little, Brown & Company, Boston. Price, 90 cents.

The "Primary Arithmetic" for graded schools, by DR. SAMUEL HAMILTON, superintendent of schools of Allegheny County, is an excellent book. It would be difficult to find anything better for a first book in arithmetic to be placed in the hands of children. The problems are largely concrete and deal with materials with which the children are familiar. American Book Company, Publishers.

Books Received

Baldwin, Edward Chauncey and Paul, Harry G.—*ENGLISH POEMS*—American Book Co., \$1.00.

Burnham, Maud—*DESCRIPTIVE STORIES FOR ALL THE YEAR*—Milton Bradley Co.

Chamberlain, James Franklin—*HOW WE TRAVEL*—The Macmillan Co. 60c.

Chester, George Randolph—*GET-RICH-QUICK WALLINGFORD*—Henry Altemus Company. \$1.50.

Corbin, John—*WHICH COLLEGE FOR THE BOY?*—Houghton, Mifflin & Co. \$1.50.

Crew, Henry—*GENERAL PHYSICS*—The Macmillan Co. \$2.75.

Graves, Etta Merrick, and Watkins, Amelia Warfield—*A YEARBOOK FOR PRIMARY GRADES*—Milton, Bradley Co. Hall, Bolton—*A LITTLE LAND AND A LIVING*—The Arcadia Press, Publisher.

James, William—*DICTIONARY OF THE ENGLISH AND GERMAN LANGUAGES*—The Macmillan Co. \$1.50.

Millard, C. N.—*THE WONDERFUL HOUSE THAT JACK HAS*—The Macmillan Co.

Pearson, Henry Carr—*LATIN PROSE COMPOSITION BASED ON CAESAR*—American Book Co. 50c.

Ross, Edward Alsworth—*SOCIAL PSYCHOLOGY*—The Macmillan Co. \$1.50.

Roulet, Mary F. Nixon—*JAPANESE FOLK STORIES AND FAIRY TALES*—American Book Co. 40c.

Educational Meetings

October 29-30-31—Michigan State Teachers' Association—Institute, Saginaw, Mich. Supt. John P. Everett, Mt. Clemens, Mich., Sec'y.

Nov. 13, 1908—New England Association of School Superintendents, Latin School Hall, Boston, Mass. Supt. Frank O. Draper, Pawtucket, R. I., Sec'y.

November 19-21.—National Society for the Promotion of Industrial Education, at Atlanta, Ga. James P. Haney, Supervisor of Manual Training, New York City.

November 27th and 28th—Central Association of Science and Mathematics Teachers at Englewood High School, Chicago, Ill. W. E. Tower, Sec'y, Englewood High School, Chicago, Ill.

February, 1909—Department of Superintendence, N. E. A., Chicago. President, W. H. Elson, Cleveland, O.

December 28—Montana State Teachers' Association, Helena, Mont.

December 29-30-31—Washington Educational Association, Spokane, Wash.

NOTABLE BOOKS

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The Appendix of Book I. contains the Selections to be committed to memory prescribed for Third, Fourth, and Fifth Years, and the Appendix of Book II., those for the Sixth, Seventh, and Eighth Years.

BOSTON
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THE MACMILLAN COMPANY
64-66 FIFTH AVENUE, NEW YORK

ATLANTA
SAN FRANCISCO

American Schoolwork

ON EXHIBITION IN PARIS

At a recent meeting of the Association Amicale des Professeurs de Dessin, of the city of Paris, held from September 28th to October 10, 1908, an American exposition was held showing materials applicable to the decoration of school buildings. This was organized through the efforts of Mr. Charles M. Carter, supervisor of Art Instruction at Denver, Colo.

The collection was carried to Paris by way of the London Exposition. Professor Carter has been director of art in the public schools of Denver for twenty years.

The distinctive feature of his exhibit is what is called paper art windows. These appear at first sight like imitation stained glass, but they are really much more than that. They present effects of light and shade, color and perspective that have never yet been attained in stained glass windows. The windows are the work of the school children themselves, in design, drawing and execution.

There are several small windows in the elementary colors done by pupils in the lower grades who have as yet received little instruction in drawing, but the larger windows, some of them fascinating and vivid as a painting, are the products of pupils, mostly girls, between the ages of twelve and fifteen years.

The method of procedure is this: All the pupils in the room submit designs for the proposed tissue paper window—ships at sea, boats on the bay, sunrise on the river, fish swimming in a lily-covered pond, vases of flowers, crocus patches in full bloom—whatever strikes the fancy of the children. One design is selected by vote of the schoolroom, and from six to a dozen children are put to work on it. They draw the design first in charcoal, having care to provide for the connecting lines that will correspond to the leaded supports in a stained glass window. The design is then enlarged in pencil on cardboard of the size of the proposed window. Next the openings in the panel corresponding to the panes in a stained-glass window are cut out, leaving thin strips of cardboard following the lines of the design. Upon these strips are then pasted pieces of tissue paper of the colors chosen for the picture.

The simplest method, at this point, is to use primary colors, pasted flat on the cardboard frame. But that is quite too elementary for these youngsters of Denver, who do this work not in class hours, but after day's work with their books, and of their own choice, fascinated by the pursuit of color, group and scene. The most charming effects are obtained by the employment of complementary colors, with their tints and shades, and by the judicious use of space behind the flat cardboard frame.

For instance, a lovely sky dotted with fleecy clouds is contrived by placing a roughly torn and perforated sheet of tissue paper an inch or so behind the first sheet, which represents the blue sky. The reflection of trees in the water is conveyed by bending a strip of dark paper backward from the line where the actual tree trunk is supposed to meet the edge of the pond. Fish swimming in the pond are given the dim, uncertain appearance by placing them a little back of the frame, with a tissue paper curtain representing the clouded water.



Money For Teachers in Spare Time

If you desire to help your pupils secure good positions when they leave school you can do so with great profit to yourself by becoming a member of the Technical Education Commission.

You know that if there is any one time when pupils most need the advice and encouragement that a teacher alone can give, it is when they are about to leave school. By advising them what lines of work to pursue; by helping them actually secure the special training that will bring them a good salary at the start, you can render your pupils a service that will be lasting in its monetary value to them.

By accepting the appointment to membership now offered, you can increase your income by helping your pupils become experts, *while still at school*, in any of the following occupations that ensure good salaries at the outset:

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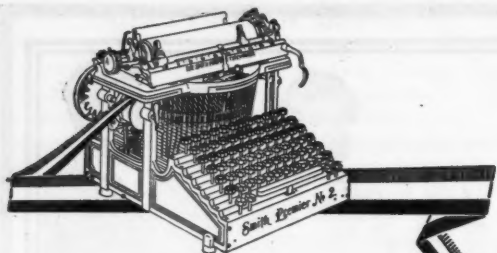
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Studying Boys and Girls

Professor Wm. A. McKeever, of the Kansas State Agricultural College at Manhattan, has worked out a plan for the assistance of parents in the home training of the young. To all who are interested and will write and have their names placed on the mailing list there will be sent free a series of bulletins or pamphlets, each treating a particular subject. Professor McKeever has a number of able assistants who are aiding him in gathering the materials for these pamphlets. Among other things they will interview many parents who are already succeeding in doing one or more of these particular things with children and get the benefits of their knowledge. Finally all the materials will be summarized and printed as above stated. If a farmer has a horse that balks in the harness or a cow that acts queerly and runs off the reservation he can write to the nearest government experiment station and secure a printed bulletin or a letter on the subject from a high-salaried expert, but if the refractory creature chances to be his 16-year-old son or his fledgling daughter, he has no recourse other than to fight the case out alone, assisted, perhaps, only by a despairing wife. This is not a square deal to the parents, nor is it at all fair to the boy and girl. The first bulletin on home training will be issued soon. Some of those now being prepared are entitled:

1. Teaching the Boy to Save—How to Start a Bank Account.
2. Training Boys and Girls to Work in the Home. (One on each.)
3. Cigarette Smoking among Boys—Cause, Prevention and Cure.

4. The Home Training best Suited for Developing Moral Reliance.
5. The Problem of the City or Village Boy's Vacation Period.
6. Finding and Preparing for a Vocation. (One on each sex.)
7. Earning One's Way Thru College. (One for each sex.)
8. How to Make Rural Life More Attractive to the Young.
9. Training Children in regard to their Sex Natures.
10. Problem of the Growing Boy's or Girl's Society. (One on each.)

A National Spelling Bee

At the N. E. A. convention at Cleveland last summer, an old-fashioned spelling bee was held. Cleveland was declared the winner, and Marie Bolden, a little colored girl of that city, was the only child who made not a single mistake in either the oral or the written contest.

Here are the hundred words as dictated for the written papers:

which
management
origin
whether
elm
potato
grammar
divisible
beginning
business
occurrence
negroes
parallel
mischievous
professor
analyze
cleanse
regretted

vertical
noticeable
miniature
umbrella
particular
except
admittance
deceit
niece
chimney
capital
virtuals
sovereign
laboratory
cistern
cemetery
stationery
develop

curiosity
brethren
arctic
pumpkin
similar
foreigner
seize
ceiling
partition
preparation
millinery
several
geography
equipage
architect
convenience
separate
February
accommodate
acquiesce
judgment
analysis
precede
changeable
committee
character
exercise
iron
surprise
fulfill
descendant
detained

beneficial
embarrass
privilege
until
lettuce
occasion
supersede
disappear
pursue
handkerchief
together
thorough
principal
government
governor
prejudice
restaurant
poem
persevere
adjacent
recognize
irrelevant
hygiene
alley
necessarily
muscle
disease
mischievous
balloon
misspell
conscience
athletic

Weekly "Moral Education Conferences" are being held under the auspices of the Society for Ethical Culture (Mr. Percival Chubb, Director), at the Ethical Culture School, 33 Central Park West, New York City. These conferences began October 8, and will continue to April 29, 1909. Mrs. Anna Garlin Spencer, secretary, 33 Central Park West, New York City, will supply information regarding the conferences.

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¶ Among the important adoptions *this year* are the states of Alabama, Oklahoma and Virginia, the cities of Scranton, Pa., Newport, R. I., and Fall River, Mass. ¶ Used in 39 places with a population of over 5000 each in the State of New York.

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Poems for Recitation

The Teacher Has a Pick at Me

All trouble that is hangin' round
comes finally my way—
The teacher has a pick on me.
She keeps me in at recess and denies
me all my play,
Because she has a pick on me.
She makes me do my misspelled
words a hundred times or more,
She makes me do my tables till my
finger-joints get sore,
She makes me clean the ink up that I
spill upon the floor,
Because she has a pick on me.
She makes me pay some time off for
the notes that I forget—
The teacher has a pick on me.
She tells my mother when she sees me
smoke a cigarette
Because she has a pick on me.
She makes me study lessons that I say
I know by heart;
The reason I can't say them is, I can't
think how they start;
When I kick 'im beneath the seat the
teacher takes 'im's part,
Because she has a pick on me.
The littlest thing I do she manages to
see—
The teacher has a pick on me.
She knows that I am talkin' when her
back is turned to me,
Because she has a pick on me.
One day I didn't feel like work and
talked back at her fine;
She wrote a little note to Dad, that
he was asked to sign.
He licked me like the mischief, said,
"You've got to toe the line,"
And now Dad's got a pick on me.
—JOHN L. SHROY in *Lippincott's*
Magazine.

Dispute Between Nose and Eyes

Between Nose and Eyes a strange
contest arose,
The spectacles set them unhappily
wrong;
The point in dispute was, as all the
world knows,
To which the said spectacles ought
to belong.
So Tongue was the lawyer, and ar-
gued the cause
With a great deal of skill, and a
wig full of learning,
While chief Baron Ear, sat to balance
the laws,
So famed for his talent, in nicely
discerning.
"In behalf of the nose, it will quickly
appear,
And your lordship," he said, "will
undoubtedly find
That the Nose has had spectacles al-
ways in wear,
Which amounts to possession,—time
out of mind."
Then, holding the Spectacles up to
the court—
"Your lordship observes they are
made with a straddle,
As wide as the ridge of the Nose is—
in short,
Designed to sit close to it, just like
a saddle.
"Again, would your lordship a mo-
ment suppose
('Tis a case that has happened, and
may be again),
That the visage or countenance had
not a nose.
Pray who would, or who could, wear
spectacles then?

"On the whole it appears, and my ar-
gument shows
With a reasoning the court will
never condemn,
That the spectacles plainly were made
for the nose,
And the nose was as plainly in-
tended for them."

Then shifting his side (as a lawyer
knows how)
He pleaded again in behalf of the
Eyes;
But what were his arguments few
people know,
For the court did not think they
were equally wise.

So his lordship decreed with a grave,
solemn tone,
Decisive and clear, without one "if"
or "but,"
That, whenever the Nose put his spec-
tacles on,
By daylight or candlelight, Eyes
should be shut.

—WILLIAM COWPER.

Homeopathic Soup

Take a robin's leg
(Mind, the drumstick merely!)
Put it in a tub
Fill'd with water nearly;
Set it out of doors,
In a place that's shady,
Let it stand a week
(Three days if for a lady).
Drop a spoonful of it
In a five-pail kettle,
Which may be made of tin
Or any baser metal;
Fill the kettle up,
Set it on a-boiling,
Strain the liquor well,
To prevent its oiling;
(Continued on page 112)

UNITED STATES HISTORY

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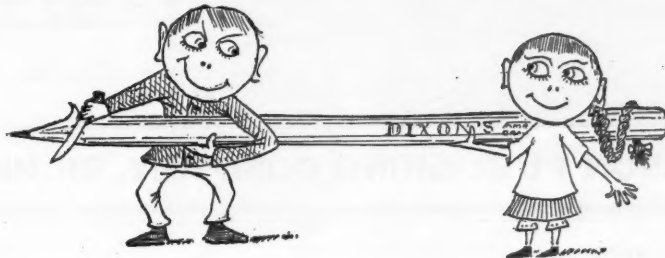
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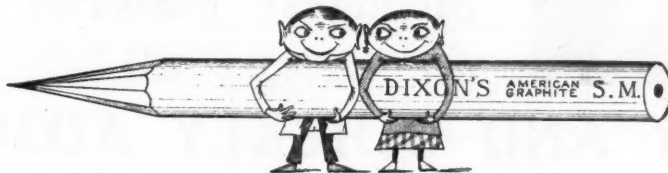


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DRILL BOOK, to accompany Phonics in Reading. Contains lists of words which a child should learn to sound and pronounce at sight in the first three grades. *Cloth, 64 pages. Price 18 cents.*

B. F. JOHNSON PUBLISHING COMPANY, RICHMOND, VA.

Poems for Recitation

(Continued from page 110)

One atom add of salt,
For the thickening one rice kernel,
And use to light the fire
The Homœopathic Journal.
Let the liquor boil
Half an hour, no longer,
(If 'tis for a man
Of course you'll make it stronger).
Should you now desire
That the soup be flavory,
Stir it once around
With a stalk of savory.
When the broth is made,
Nothing can excel it;

Then three times a day
Let the patient smell it.
If he chance to die,
Say 'twas Nature did it;
If he chance to live,
Give the soup the credit.

—Selected.

Love's Labor Lost

Mother (viciously scrubbing her small boy's face with soap and water)
—Johnny, didn't I tell you never to blacken your face with burnt cork again? Here I have been scrubbing half an hour and it won't come off.
Boy (between gulps)—I—uch!—ain't your little boy—uch! I's Mose, de colored lady's boy.—Judge.

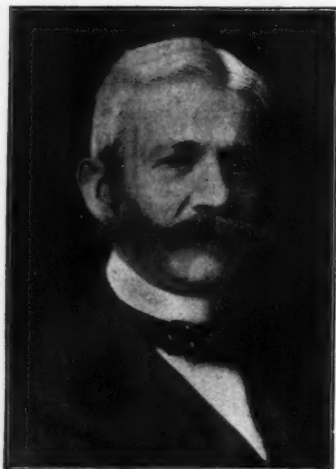
Settles It

A school teacher, after spending forty-five strenuous moments explaining the mysteries of physiology to the primary class, sounded their intelligent attention by asking the definition of "verterbræ." A small and anxious boy on the back seat arose, and delivered the following:

"The verterbræ is a long, wavy bone. My head sits on one end of it, and I sit on the other."—*Philadelphia Public Ledger.*

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A Division of Trades Schools has been organized in connection with the Education Department of the State of New York. Mr. Arthur D. Dean is Chief of the Division. The State will make an allotment of \$500 to the board of education for each of such schools, with not less than 25 pupils, maintained for a minimum period of forty weeks in one school year, and an additional \$200 for each teacher, after the first, employed in such school for the same period; but only "when the requirements of the Education Department as to rooms, equipment, and qualifications of teachers are complied with." For the present year the Department will consider applications for an equitable allowance of a part of the State quota for a less term than forty weeks. Correspondence regarding this matter will be welcomed by Mr. Dean, who may be addressed at Albany, N. Y. (Education Department).

New Remington

The announcement of the Remington Typewriter Company that new models of this pioneer and standard typewriter are now ready for sale is news of unusual interest to all typewriter users. The machines embody many features old on the Remington, but new on a front stroke machine, among them the pivoted bearings and the famous Remington drop-forged



type bars. These will be recognized at once as the perpetuation of Remington ideas and they involve also the perpetuation of those Remington qualities of durability and reliability which result from these features.

The new models 10 and 11 of the Remington contain a vast number of improvements which are absolutely new to the typewriter user and some of these improvements rank among the greatest time and labor savers that typewriter invention has produced. Among them is a new escapement, known as the single dog escapement, which for speed and quickness of action far surpasses even the swift Remington escapements of the past. This new escapement is also so simple in its construction that its adjustment to suit the touch of any operator can easily be made by the operator herself, no change of any parts being necessary. Another new feature of surpassing merit is the column selector of the Model 10. This is a mechanism which enables the operator to bring the carriage instantly to any one of a number of writing points on the line and the device is absolutely unique in that it permits the skipping of columns so that the correct writing point can always be reached by the touch of a single key.



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Aunt Dilsie's 'Ligion

Auntie's favorite song or hymn was something about being a shining light, with a refrain of "You in your little corner and I in mine." The song summed up Aunt Dilsie's creed. "Keep a shinin', honey, 'ats mah 'ligion," she used to say, and she certainly practised what she preached. Her face, always shining with good nature, was reflected in every kitchen utensil that cleaning and rubbing could put a polish on.

Auntie's one trial was the kitchen stove, which, in spite of all her efforts, would not shine.

"Miss Fanny," she would say, "'pears to me lak that stove is my thawn in the flesh. Yas'm, it surely am. That stove jest sets there a de-foin' me to make it shine. 'Clar to goodness, Miss, you done got to get a new stove or Dilsie's got to get a new mist'is—yes'm. That's suah!"

To get a new stove was unnecessary. To convince Dilsie that it shined good enough, was a hopeless task. Undoubtedly we should have lost Auntie but for the advice of a neighbor to "try X-Ray Stove Polish."

We chose Dilsie's afternoon off to experiment with the polish for ourselves, and we were so successful that the stove was the brightest article in Dilsie's bright kitchen.

Naturally, when Auntie returned, we had to peep and listen to learn how the shining stove would appeal to her.

"For th' Lawd's sake," she broke out, "Miss Fanny done got a new stove for Dilsie, an' jest th' shiniest stove ah evah laid mah eyes on." But as she stooped to a closer examination she discovered that it was the same old stove, only polished out of all recognition, and just then our giggling betrayed us.

At first Dilsie affected to be angry because we had polished her stove. But she soon accepted the eradication of her "thawn in the flesh" with gratification, and any time when she has newly polished the stove Aunt Dilsie is sure to stand off and gaze beamingly at its brilliance with the remark "That X-Ray Stove Polish suahly am the shiniest polish 'at ever was. It suah am the beatenest polish in the hull wold."

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News from the Field

Former Postmaster A. D. Wilt, of Dayton, Ohio, was at the Cleveland convention, to explain the peculiar action of the school board of his town in electing a superintendent to succeed J. W. Carr without notice or warning. The good name of Dayton certainly has suffered severely. A board of education that can treat a man of Carr's stamp in such a churlish manner should be abolished by a popular uprising. But then, people don't usually arise for the sake of a school man who has been bitterly wronged. Why is it?

A decidedly interesting and almost complete set of dolls of foreign lands is on exhibition at Memorial Hall in Philadelphia. Since teachers have discovered the value of the use of dolls in teaching geography, this exhibit will be found peculiarly helpful. Why not have similar exhibits worked out in every school in the land?

The New England Association of School Superintendents will meet in the Latin School Hall, Boston, Friday, November, 13th. Superintendent Henry D. Herve, of Malden, Mass., is the president, and Superintendent Frank O. Draper, of Pawtucket, R. I., the secretary of the association.

The Central Association of Science and Mathematics Teachers will hold its eighth meeting, Nov. 27-28, at the Englewood High School, Chicago. W. E. Tower is the secretary.

In connection with the announcement of the recent incorporation of their firm under the laws of Massachusetts, Messrs. Houghton, Mifflin & Company have called attention to the fact that Mr. James Duncan Phillips and Mr. Stephen B. Davol are the managers of their educational department.

Professor D. H. Hill, joint author of Burkett, Stevens and Hill's *Agriculture for Beginners* and the *Hill Readers* (Ginn & Co., publishers) has recently been elected president of the North Carolina Agricultural and Mechanical College, in which he formerly held the chair of English.

Bishop Cranston, of Delaware, recently stated before the Delaware Conference of the Methodist Episcopal Church that Japan has the best school system in the world.

"Japan," said Bishop Cranston, "is bound to win, owing to the fact that her children are more intelligent. The yellow man is rapidly stepping to the front. At one time in the South I saw numbers upon numbers of black children going to school while the white children were going to work. This is a race suicide that President Roosevelt should get hold of. By sending your children to school and keeping them there is the only way you can save yourself."

At This Time of Year

The word catarrh means literally to flow down, and it has been observed that nasal catarrh has a downward course internally, and if neglected affects the lungs and brings on consumption. At this time of year, this form of catarrh is greatly aggravated. The discovery of the constitutional nature of this disease led to the administration of a constitutional remedy for it, and the best of which we have any knowledge is Hood's Sarsaparilla—it radically and permanently cures.

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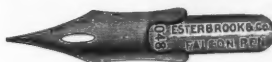
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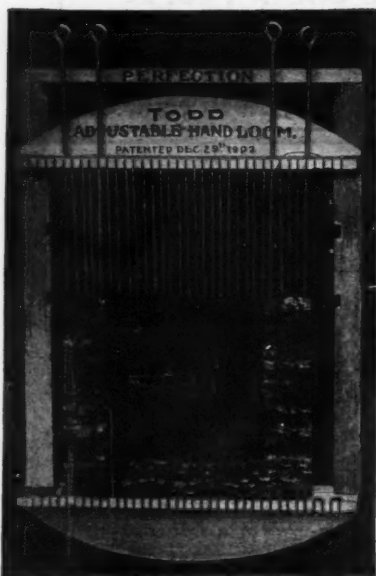
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Two Women Champions

Anent the rapid advance of women in the profession of shorthand and typewriting, the *Typewriter and Photographic World* says: "Perhaps it is time for the young men to sit up and take notice! A woman, Miss Rose L. Fritz, now not only holds the world's championship typewriting record, but a woman also, Miss Nellie Margaret Wood, an Isaac Pitman writer, now holds the world's championship for speed—253½ words a minute for five consecutive minutes, read from new matter, last month at Philadelphia, beat by one word a minute the former world's record, established by Isaac S. Dement, at Lake George, N. Y., in 1888. Reckoned on the Lake George basis of penalties, Miss Wood's speed at Philadelphia would have been a fraction over 257 words per minute for the five minutes' writing."

Latin-American Scientists

The Fourth Latin-American Scientific Congress, which will be known also as the First Pan-American Scientific Congress, will meet at Santiago, Chile, December 1, 1908. The Congress will be under the auspices of the government of Chile. The executive committee is divided into subcommittees, each having in charge one of the following special subjects: 1, mathematics; 2, physical sciences; 3, natural sciences and anthropology; 4, engineering; 5, medical science and hygiene; 6, the science of law; 7, sociology; 8, the science of pedagogy and philosophy; 9, agriculture and zootechny. The committee for the United States consists of Prof. Leo S. Rowe, University of Pennsylvania; Prof. William R. Shepherd, Columbia University; and the Universities of California, Chicago, Columbia, Cornell, George Washington, Harvard, Illinois, Johns Hopkins, Michigan, Minnesota, Pennsylvania, Princeton, Texas, Wisconsin and Yale.

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